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FIVE MESSAGES
TO TEACHERS OF
PRIMARY READING

NETTIE ALICE SAWYER

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FIVE MESSAGES



FIVE MESSAGES

TO TEACHERS OF PRIMARY READING

By

NETTIE ALICE (SAWYER)₅ Funk.

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"The Little Kingdom First Reader"*

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DEDICATED TO
FRANK B. COOPER

Superintendent of Schools, Seattle, Washington,
*whose true understanding of and deep
sympathy with the needs of the "little
ones" has made it possible for the
author to evolve the outlines and methods
presented herein and to demonstrate
their practicability for our Public Schools*

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CONTENTS

	PAGE
DEDICATION - - - - -	5
AN OPENING WORD - - - - -	9
MESSAGE ONE - - - - -	11
Model Lesson Illustrating Blackboard Work Preliminary to Book Lessons.	
MESSAGE TWO - - - - -	44
Suggestions for Teaching the Primer and the First Reader.	
MESSAGE THREE - - - - -	65
Word Study as Related to Reading.	
MESSAGE FOUR - - - - -	110
Seat Work as Related to Reading and Word Study.	
MESSAGE FIVE - - - - -	145
Outlines of Subject Matter.	
REFERENCE BOOKS - - - - -	212
INDEX - - - - -	215

FIVE MESSAGES

TO TEACHERS OF PRIMARY READING

AN OPENING WORD

AIMS OF FIRST-GRADE WORK

THE leading motive in all first-grade teaching should be to develop the child. Too often the aim seems to be merely to make him master of the printed page with all possible haste.

With the child's development as the chief consideration, all those exercises which contribute to it should be included in his instruction. Reading is only one of these exercises. The term "development" is here used to include the mental, moral, and physical growth of the individual. Instruction which partakes of this all-around nature is decidedly more profitable for the child than that which is narrower in its scope.

The foregoing suggestions should not be interpreted as implying that to teach the child to read is of little relative importance. To teach him to read properly is of very great importance; that is, to read with understanding and appreciation of that which is worth reading. Indeed, the child's best development is dependent upon the growth of his power thus to read. There is, therefore, great necessity for him to have reading lessons based, even from the first, upon that which appeals to and develops understanding and appreciation. It is gratifying to note

in this connection that the most successful reading lessons, from the reading standpoint itself, are those which meet these requirements. Reading lessons of this description only have a right to consideration as a factor in the child's true development. Such lessons only fulfill the broad aims of all first-grade teaching. These aims may be expressed as follows:

1. To cause thoughts to unfold in the minds of pupils; to open up new interests and let them gradually expand, rather than to force facts or appreciations upon pupils or to finish a subject in a day.

2. To stimulate observation, reflection, and expression, shaping the work so as continually to give pupils things to find out through personal experience and investigation through inquiry, and all other possible ways, and then to be reported to their class.

3. To keep a proper balance between impression and expression, giving due importance to all forms of the latter, such as oral reports of observations and experiences, reproduction of stories and poems, songs, dramatizations, plays, games, drawings, and hand work.

4. To unify the subjects taught, correlating them, not presenting them as separate bits of knowledge.

5. To bring the natural activity of children into play, not repressing it and making pupils passive, but stimulating them to action.

6. To help pupils form wholesome and healthful habits with reference to their physical welfare.

7. To develop moral character by means of lessons which emphasize such traits as kindness, obedience, industry, thoughtfulness, cleanliness, and honesty.

8. To teach children, through practice, something of the secret of self-control and of conduct which respects the rights of others.

MESSAGE ONE

MODEL LESSONS ILLUSTRATING BLACKBOARD WORK PRELIMINARY TO BOOK LESSONS

INTRODUCTION

STEPS PRELIMINARY TO BLACKBOARD LESSONS

BEFORE beginning the blackboard lessons which are to occupy the months of September and October, let the teacher study the outlines in Message Five in order to discover possibilities for subject matter. Then from these outlines let her select such topics as seem best suited to the needs of her special school. At this point she may be impressed with the idea that much remains to be done after all possible outlines have been prepared. Methods must be considered which are suitable to accomplish at the same time the development of thought and the steps preliminary to the mastery of the printed page.

A BLACKBOARD METHOD SKETCHED

In this chapter, an attempt is made to sketch a method for the first work in reading which meets the requirements mentioned above.

This sketch does not suggest a ready-made scheme which will relieve teachers of all responsibility. Such schemes only rob them of their individuality and soon cause their work to become meaningless. Rather, it presents material and method in keeping with aims already stated, and indicates the general steps necessary for their accomplishment.

HOW TO UNDERSTAND THE POINT OF THIS METHOD

Teachers desiring to become familiar with this method are requested to follow to the letter all suggestions found in the next paragraph.

Read the Opening Word carefully. Next, read Message Five to ascertain whether it offers material suitable to accomplish the aims stated in the Opening Word. Then re-read the notes accompanying the outlines to determine whether each is consistent with the outline it introduces. For example, read the note accompanying "The Pets of the Home and School," p. 148. Those who follow these suggestions can scarcely fail to get the underlying thought and general plan of work.

AN IMAGINARY TEACHER INTRODUCED

At this point Miss Gray, an imaginary teacher, is introduced. She is thoroughly acquainted with the method under consideration and will illustrate it by conducting a series of model lessons, teaching a class of ordinary six-year-old beginners. She has spent the opening days of school in organizing and making ready for the regular work, which begins at this point.

Before Miss Gray calls her class to the board, please examine her daily apportionment of time for reading and the subjects most closely related to it.

Morning Opening Exercises: In which the subject of the day is introduced. 15 minutes.

Reading: 15 minutes twice daily with each of two classes. 60 minutes.

Literature: Including story-telling, dramatization, and lessons based upon poems. 20 minutes.

Word Study: 15 minutes twice daily with each of

two classes. 60 minutes. This includes various word drills, visualizations, and phonic exercises.

Songs and Games. 25 minutes.

SERIES I OF MODEL LESSONS

Illustrating the incidental use of the written word in the earliest stages of reading

FIRST LESSON

WHAT KITTY LIKES BEST TO EAT

"Children, we were talking yesterday about Mary's pet." (Writes the word "pet" on the board as she speaks it.) "Do you remember what it is? Yes, a kitty." (Writes the word "kitty" as she speaks it.) "Can you tell me something that every *pet*" (not pronouncing "pet," but pointing to the written word and asking pupils to give it) "needs?" After several irrelevant suggestions some child says, "Something to eat," and Miss Gray answers, "Yes, something to eat." (Writes "eat" as she speaks it.)

From this point on, the phrase "waiting for pupils to give it" will be expressed by printing in italics the words that pupils are to pronounce when the teacher points to them and pauses.

"How many of you have watched a *kitty eat*? Let us make a list of the things *kitty* likes best to *eat*, and write it on the board." They thus develop the following list:

kitty
milk
bread
meat

Miss Gray so directs this conversation concerning kitty's food as to require pupils frequently to pronounce

the words on the board, at the same time following strictly the thought of her lesson, not stopping for drill. Among other points she refers to a *kitty* that has *bread* and *milk* every day and to the little girl who never forgets to feed her. She finally asks the class, also individuals, to name again the things that *kitty* likes, as she points to the words representing them. Thus, at the very close of the lesson, she makes this slight attempt to fix these words in the minds of her pupils, but does it by reviewing the thought of the lesson.

Before sending the pupils to their seats she tells them to watch their kitties *eat* and to be ready to-morrow to tell more about what they like.

DISCUSSION OF FIRST LESSON

The conversation recorded above might have taken place without the aid of board work, as do many such conversations in the first grade. It probably would have taken place in that manner but for the fact that Miss Gray, recognizing the need for training the eye to see words as well as the ear to hear them, decided to improve the opportunity here afforded for such training by writing incidentally the important words as she spoke them. When she used a word for the first time she both spoke and wrote it, but when using it the second time she pointed to it and paused while the pupils pronounced it.

Because the members of the class were permitted to share freely in the exercise, they were interested and, consequently, gave it their undivided attention. They soon caught the idea that they must respond readily when the teacher pointed to a word, and as a consequence the conversation was not interrupted by long pauses on their part. Of course, the success of the pupils in this is

accounted for by the fact that Miss Gray was thoroughly familiar both with thought and method, and therefore knew how to keep the conversation moving smoothly.

During this lesson six words were introduced, as follows: pet, kitty, eat, milk, bread, and meat. As words commonly needed in future work occurred, Miss Gray wrote part of them upon the board. Having previously planned her lesson, she knew what words would thus "occur," and had decided which of them it would be best to bring out at this particular time. At the close of the period she copied these words into a notebook to which she will refer in preparing her future word drills, and will impress them in accordance with methods suggested in Message Three.

SECOND LESSON

WHAT THE CANARY BIRD LIKES BEST TO EAT

In response to the teacher's request for the names of other pets, a little girl mentions the bird which she has in a cage at home. Miss Gray then suggests that a free bird is much better than a poor little "shut-in" bird, but that, because some people will keep birds in cages, it is all the more necessary to think about their care.

In a lesson not recorded here the class discussed "What the Dog Likes Best to Eat." Therefore this lesson begins with the following lists on the board:

kitty	dog	bird
milk	meat	
bread	bread	
meat	milk	

"Children, did you ever have a *bird* that liked *milk*? No. Did you ever have a *bird* that liked *meat*? No. Will a *bird* eat *bread*? Yes. Does it like anything else

better? Yes, seeds." (Writes the word "seeds" under "bird" as she speaks it.) "Is there anything besides *seeds* that your *bird* likes better than *bread*? Yes, fruit." (Writes the word "fruit" under "seeds" as she speaks it.) "Is there anything that your *bird* likes to drink better than *milk*? Yes, water." (Writes "water.")

The board now contains the following lists:

kitty	dog	bird
milk	meat	seeds
bread	bread	fruit
meat	milk	bread
		water

"Children, did you ever see a *kitty* that liked *seeds*? No. Did you ever see a *dog* that liked *seeds*? No. Did you ever see a *kitty* that liked *fruit*? No. What one thing do they all like? Yes, *bread*."

After comparing the tastes of the pets in this way, Miss Gray closes the lesson by having the class name the things each pet likes best as she points to the words that represent them. Thus, at the very close of the lesson, she makes another slight attempt to fix the words in the minds of her pupils through review of the thought.

DISCUSSION OF SECOND LESSON

Perhaps some one asks, "Should the above lessons be called reading?" Possibly not, according to some definitions of reading. Nevertheless, they afford opportunity for the most important part of all reading, — the thought part. Strictly speaking, they are conversations in which the written word is introduced incidentally. It is our endeavor to have the written word mean all it can to the pupil from its very first presentation. Surely these

lessons could not be called mere word study, because the sentence, not the word, is the unit of thought. For example, when Miss Gray said, "Did you ever have a *bird* that liked *meat* better than *seeds*?" her unit of thought was the whole question. The three words "bird," "meat," and "seeds" written upon the board were not isolated, but held together by her oral words, which accompanied them and gave them their setting.

Whatever the above lessons may be called, they certainly give opportunity for work with beginners which more nearly approaches true reading than do those beginning lessons which place much emphasis upon form and, consequently, little upon thought.

THIRD LESSON

THE CARE OF PETS

"Children, let us talk about what our pets need. We have already talked about one thing they need. Yes, something to *eat*." (Places on the board the lists of food previously developed.) "What do we call all this? Yes, their food." (Writes the word "food" as she speaks it.) "Where do the *pets* get their *food*? Yes, they find a little, but we give them most of it. Let us talk about the part we give them. Does our *kitty* find *milk*, or must we give it to her? Should we expect our little *dog* to hunt for his *meat*? No. Why? He would go hungry, or else it would make a little tramp dog of him and a little thief. Sometimes a little tramp *dog* gets poison. So we must give our little *dog* *meat* and other kinds of food."

The class names the kinds of food and considers how they should be supplied to the different pets, and how

children can thus help in the *care* of *pets*. A point is made of the cruelty of neglecting to feed them. Miss Gray now suggests that there is something else which *pets* need. "Yes, each *pet* needs a bed." (Writes the word "bed.") The children then talk about the best kind of *bed* for each *pet*, where it should be put, of what it should be made, and how cared for. They next compare the beds of the different *pets*, accounting for their differences.

The lesson closes with a summary of the ways in which children may *care for pets*.

DISCUSSION OF THIRD LESSON

The thought taken up in this lesson was partly review and partly advance. That concerning the food was largely review, while that concerning the bed was advance. It is usually best to let the old and the new overlap in this manner.

The review was not apparent so far as the pupils were concerned, for a new thought, the care of *pets*, had been introduced, which freshened and gave new meaning to a reconsideration of what they had already taken up under the guise of what *pets* like best to eat.

The whole secret of successful review is here suggested. Teachers should not require pupils, merely for the sake of drill, to go over the very same thoughts two lessons in succession, for in so doing the class usually loses interest. Teachers should select, rather, closely related subjects for consecutive days, so that the new thought of one day will continue that of the preceding, thus naturally calling for a review of it, as in the case of the present lesson.

The point, then, in here presenting this third lesson is to illustrate how such review may be accomplished.

FOURTH LESSON

THE STORY OF AMY STEWART¹

"Children, I wish to tell you the story of a little girl." (Writes the word "girl" as she speaks it.) "Her name was Amy Stewart. She was a little *girl* who loved to play." (Writes the word "play.") "She wanted to *play* all day long. One day her mother said, 'Amy, I think you are old enough to learn to work.'" (Writes the word "work.") "Amy answered, 'Oh, mother, I love to *play*. I do not want to *work*.' Her mother said, 'You know that you have nice little *pets* that need *food*. Your *kitty* needs *milk*, your *bird* needs *seeds* and *water*. They need you to *care for* them, Amy. Mother thinks you should learn to *work*.' But Amy answered, 'Oh! I love to *play*. I do not want to *work*.' Then she ran off to her *play*."

"She soon met a little squirrel" (writing the word "squirrel") "and said, 'Little *squirrel*, you have nothing to do but *eat*. Come and *play* with me.' The little *squirrel* answered, 'I have a large family to *care for*. They need much to *eat*. I must put away *food* for winter. I have no time to *play*. I must *work*.'"

"Just then a bee" (writing the word "bee") "came buzzing by. Amy turned and said, 'Little *bee*, come and *play* with me. Surely you have nothing to do but to *eat* and to *play*.' But the *bee* answered, 'Did n't you know that I had to *work* all day long at making honey? I never *play*.'"

"So Amy walked away. She was thinking. But in a little while she met a little ant" (writing the word

¹ Adapted for this purpose from *Kindergarten Stories and Morning Talks* by Sara E. Wiltse. Ginn and Company, publishers.

"ant") "carrying a crumb of *bread*. She asked the little *ant* to come and *play*, but he answered, 'I am so happy to have this *bread* that I am glad to *work* for it, so you see I cannot *play*.' The little girl then sat down on a stone and thought about what they had all told her. They all had to *work*. She sat thinking a long time. Suddenly she got up and ran home. She had something to tell her mother. Can you guess what it was? This is what she said, 'Oh, mother, now I am ready to learn to *work*.'

"After that, Amy fed her *kitty* every day, and she never once forgot her little *bird*. She gave it *seeds* and *fruit* and *bread* and *water* every morning before she went out to *play*."

DISCUSSION OF FOURTH LESSON

The story, thus adapted and made to summarize previous work, is a convenient form of lesson when closing a subject. Pupils enjoy a story presented in this way, for they feel they have a part in telling it.

It will be remembered that all words in italics are given by pupils and not by the teacher. See note in the first Model Lesson.

Here a word of warning is necessary. Teachers, once familiar with this form of reading based upon story-telling, are apt to devote too much of their reading time to it. They should remember that, while this is excellent in its place, much of the first-grade reading material should be based upon the child's actual observation, investigation, reflection, and oral expression.

Teachers can easily find and adapt or invent all the stories they need for such purposes. See the list of story-books given in Message Five.

FIFTH LESSON

OUR APPLES

"Children, I found something good to eat this morning and brought some for you. I brought three. Can you guess what? One is red, one is yellow, and one is green." (Writes "red," "yellow," and "green" as she speaks the words.) Some child answers, "You brought some candy." The teacher replies, "No, not candy. If you ever have any *green*" (does not pronounce "green," but points, and pauses while pupils pronounce) "candy, do not *eat* it until you ask your mother about it. What besides candy might be *red* or *yellow* or *green*? Yes, an apple." (Writes the word "apple.") "I have three apples here in this paper bag." (Shows a paper bag.) "Who would like to find the *red apple*?" (Does not pronounce any word in italics, but pauses while pupils pronounce.) In the same manner the teacher has pupils find the *yellow apple* and the *green apple*. She next has a child pick up each apple as she points to the word that tells its color, thus matching object and symbol.

Then the teacher gives a variety of dictation exercises as follows: "Put the *red apple* on the table. Put the *green apple* on the chair. Bring me the *yellow apple*. Who can put the *green apple* on the window sill, then put the *red apple* on one side of it and the *yellow apple* on the other side?"

Next, pupils examine the apples to see if each has a *stem*, and if so, whether *short* or *long*, the teacher writing these words and shaping conversation so as to have occasion to point to them and pause while pupils pronounce.

Miss Gray next says, "Children, if I should cut this

red apple in two, what do you think I should find?" Pupils answer, "The seeds and the core and the white part," and the teacher writes "seeds" and "core" and "pulp." Miss Gray then cuts the apple in two, having pupils touch and name the parts found. Next she has them find the words representing these parts.

Before sending pupils to their seats, the teacher tells them that she will leave this *apple* on the table, expecting them to find out at noon which way the *apple seeds* point, whether toward or away from the *stem*, and to be ready to tell her to-morrow.

DISCUSSION OF FIFTH LESSON

This lesson takes up a new thought, not continuing the subject, "The Care of Pets," which unifies the four preceding lessons. The same general method is here indicated, however. The point special to this lesson is the observation of actual objects in class.

Many teachers prefer this type at the very beginning rather than that represented by Lesson I, where pupils report what they already know. It depends largely upon pupils and teacher as to which is the better at the start. Both types should be used after a very short time.

SURVEY AT CLOSE OF SERIES I

A summary of the reading situation up to date

The five lessons presented constitute Series I. They have been given to illustrate the use of the word, written incidentally, as the earliest stage in reading.

HOW LONG TO USE WORDS INCIDENTALLY

Perhaps some one now wishes to ask how long a teacher should continue writing words on the board during conversations with her pupils. This work should continue during the whole year, but should not be used as an exclusive exercise in reading lessons more than two or three weeks. By the close of the first month of school average pupils should begin to have some power to read short sentences from the board. It is the object of Series II to illustrate how this power may be developed.

POINTS MADE IN SERIES I

Attention is here invited to the following points in Series I:

1. Miss Gray has had pupils observe objects in class and has also requested them to observe their pets at home and report to the class, thus recognizing the importance to pupils of first-hand experiences.

2. She has selected familiar subjects, has encouraged freedom and participation, and therefore has been able to depend upon pupils taking part in all conversations. In other words, she has made the oral language of pupils the foundation for their future reading.

3. She has questioned pupils, and has made the lessons represent their knowledge, not her own.

4. She has not "dragged in" words; all that she has employed have been needed in the development of her thought. She has selected from the conversations and placed upon the board those words which in future her class will need to use commonly in connection with the subjects outlined.

Her notebook for words now contains, among other words, the following: pet, kitty, eat, milk, bread, meat, dog, bird, seeds, fruit, water, care, bed, food, girl, play, mother, work, red, yellow, green, apple, stem. Most of these words are already familiar to her pupils, having been impressed upon their memory in accordance with suggestions in Message Three.

5. She has improved several little opportunities for impressing moral points (kindness to animals) without "preaching."

6. She has had a real point to each lesson, as is seen in the fact that she has been able to give each a title.

In order to avoid all confusion between reading and word study it is thought best to place all suggestions and discussions concerning the latter subject in a separate chapter.

SERIES II OF MODEL LESSONS

*Illustrating how the first sentences for reading may
be developed and taught*

By referring to Miss Gray's October notebook one may find the following outline on birds which affords a part of the subject matter for this series:

1. Let pupils observe neighborhood birds and report to class:

Songs	How they move
Color	How they fly
Size	Where they stay
When they sing	What they eat

2. Take up special study of the robin. (See outline in Message Five, pp. 189-190.)

**FIRST LESSON: THE CLAUSE AS STEPPING-STONE FROM
WORD TO SENTENCE**

REPORTING OBSERVATIONS ON BIRDS

"Children, you remember that you promised me to watch the birds and tell me about them. What did you promise to tell? Yes." (Teacher writes each clause after the children give it):

When they sing	What they eat
Where they stay	How they fly

"Who has found out about this?" (Points to the clause that says "When they sing.") Pupils now give their reports.

In the manner just described Miss Gray takes up as many of these clauses as she thinks best, conducting the work so as to have the reports direct, not allowing pupils to wander far from the subject nor to waste time in useless elaboration. Nevertheless, she directs the conversation so as to have frequent occasion to refer to these clauses, not reading them herself after the first time, but pointing to them and asking pupils to read. Sometimes she calls upon the class and sometimes upon individuals.

She closes the lesson by requesting them again to "watch the birds" and to read once more the things they are to watch for:

When they sing	What they eat
Where they stay	How they fly

It might be added that Miss Gray continues to write, as in Series I, any words brought out in conversational lessons which she thinks appropriate to add to the list of words in her vocabulary notebook.

DISCUSSION OF FIRST LESSON

Here the written clause is employed in the same manner as was the written word in Series I. Pupils do not find it any more difficult than they found the word, since its oral context suggests its meaning and, therefore, its expression. Miss Gray says nothing about "expression" of course, but insists upon pupils reading each clause as if they were talking it. She does not point to the separate words, fearing that the very movement of her pointer may suggest jerky reading. With one even stroke she draws the pointer along under the whole clause as the class or pupil reads it.

It will be seen that, as here employed, the reading of the clause represents a step between the reading of the word and the reading of the sentence. The clause is here an integral part of the conversation, as was the word in Series I.

Frequently subjects develop in such manner as to call for the use of the phrase instead of the clause, or for both phrase and clause, as intermediate steps between the use of the word and that of the sentence.

SECOND LESSON: THE FIRST SENTENCES

WHEN BIRDS SING

"Children, you said you would try to find out more about when birds sing." (Miss Gray writes the clause and waits for pupils to read aloud.) "Have you done so?"

"First, when might they sing? Name the different parts of the day. Yes, 'morning,' 'noon,' 'evening.'" (The teacher writes each as she speaks it after the pupils.)

"Let me ask you some questions. Do they sing in *the morning*?" (Writes "in the morning" and asks

pupils to decipher the phrase.) "Yes. Do they sing in the evening?" (Pupils decipher "in the evening.") "Yes."

In this way the thoughts to be developed later in the lesson in sentence form are first developed in phrase form. "Now, children, let us write about this on the board. What shall we say first?" After attempts from several pupils, modified by suggestions from the teacher, some child says, "Birds sing in the morning," and Miss Gray writes it. Then by similar questions and suggestions she calls from the pupils the following sentences, which she writes under the first:

They sing at noon.

They sing in the evening.

They sing all day.

The teacher next proceeds to test them as follows: "Who can find the sentence that says 'They sing in the evening?' The one that says, 'They sing at noon?' The one that says, 'Birds sing in the morning?' The one that says, 'They sing all day?'"

Before dismissing the class the teacher spends some little time on this exercise, having each pupil find and read one of these sentences. With one even stroke the child draws the pointer along under his sentence as he reads it.

DISCUSSION OF SECOND LESSON

Although several actual lessons have intervened between this and the first of this Model Series in which one or two sentences were used in addition to words, phrases, or clauses, the above lesson represents the first attempt at rounding out a thought sufficiently to produce what may be called a reading lesson. This lesson represents some little effort on the part both of pupils and teacher. Miss

Gray continued to question until she called forth related, well-worded answers, not writing down every answer given her.

We, therefore, have here a few short sentences representing a unit of thought, not an indefinite number of sentences involving tiresome repetitions which obscure the point of the lesson. Miss Gray does not believe that words should be repeated again and again in meaningless sentences merely for the purpose of giving pupils practice in recognizing and pronouncing them. She believes that each word which is repeated should add something to the thought of the lesson. In this connection it should be noted that this lesson affords a special opportunity for impressing the words "they" and "sing," because their repetition is necessary to the thought. It is a very convenient fact that the most effective review of words is thus found in lessons which have a central thought naturally and logically worked out.

It will be noticed that this lesson represents the expression of actual experience on the part of the pupils, since they were asked to tell what they had found out by watching the birds. Subject matter which represents experience affords some of the best reading material for beginners. Not only does it give opportunity for reading, but it necessitates oral language work, which is very important at this point.

Before pupils can learn to read they must learn to talk. In doing this they must be guided by the teacher through questions and suggestions as described. This point cannot be emphasized too strongly. In fact, these early lessons may be designated either as "language-reading" lessons or "reading-language" lessons.

It will be noted that the pupils' part is performed principally in giving the sentences orally. The teacher

does not expect them to have power, at this point, to read their sentences after they are on the board. She therefore reads them aloud and asks pupils to find each sentence after she has read it, frequently finding it necessary to assist them in doing even this. She probably will continue thus to read for pupils for several days, or until she develops power in the most mature to make the start for themselves, after which others will gradually follow their example.

Teachers desiring to have their first sentences based upon the apple work reported in Series I, Fifth Lesson, may, by appropriate questioning, evolve such lessons as the following:

We have three apples.	We cut the red apple in two.
One is red.	It has a core.
One is yellow.	It has some seeds.
And one is green.	It has pulp.
The apple seeds are brown.	We tasted the red apple.
The pulp is white.	It is sweet.
The seeds are in the core.	We tasted the green apple.
The core is in the pulp.	It is sour.

With these apple lessons, the same method of developing and writing sentences, then helping pupils find and read them, should be observed as in the bird lesson just reported.

Preliminary to the use of sentences, such written phrases as, "a red apple," "the green apple," "in the core," and "the apple seeds" should be employed along with conversation so shaped as to give opportunity for using them.

The discussion of the lesson, "When Birds Sing," applies equally to these apple lessons, the point of each being the development of the first sentences.

Too much emphasis cannot be placed upon the fact that the time element is very important in all board lessons. The conversational part should be developed largely in the morning opening exercises, or in oral language lessons, thereby saving all possible time for actual reading.

THIRD LESSON: INCIDENTAL USE OF THE WRITTEN SENTENCE

THE LITTLE GIRL AND THE LITTLE BIRD

Once a little *girl* met a little *bird* and said "Where do you stay?" (Miss Gray writes each sentence of this lesson, and pauses to see if pupils can give it. If not, she gives it herself.) The little *bird* answered, "You can tell that." The little *girl* said, "How can I tell?" Then the little *bird* answered, "You have two eyes. Watch me." The little *girl* said, "Thank you, little *bird*, I shall watch you."

At the close of the story the board contains the following sentences:

Where do you stay?	Watch me.
You can tell that.	Thank you, little bird.
How can I tell?	I shall watch you.

Miss Gray now says, "Do you remember this story well enough to help me tell it again?" She starts it herself, and supplies the necessary setting and elaborations. At the exact place where each sentence fits in, she points to it and pauses while the members of the class read it. If they cannot do so she reads for them. She will review this story from time to time in the future, until pupils can read the appropriate sentence in each case when she pauses.

DISCUSSION OF THIRD LESSON

Two or three shorter attempts at story-telling, employing only one or two sentences, have preceded this. The longer attempt better illustrates the point and is, therefore, given here.

Teachers can easily adapt stories so as to bring in short sentences which serve as an excellent introduction to the more sustained efforts which come a little later, at the same time seeing to it that each story so employed has a real point.

At this point another word of warning should be sounded with reference to the overuse of stories as a basis for first-grade reading. Teachers should not yield to the temptation of giving undue time to this form of work because it is fascinating. They should use it to serve their purpose and then pass on, remembering that it represents only one type of board-reading lessons. It may be added, however, that such use of the board as that here indicated may profitably accompany the telling of stories throughout the year in morning exercises and in the regular story-telling period.

This lesson looks more difficult than any previous lesson because of what must be read between the lines. Nevertheless, the mastery of each sentence is made comparatively easy because of its setting in the story, and because the teacher gave it orally (if pupils could not do so) when first she wrote it upon the board. Of course elaborations, questions, and suggestions by the teacher are here very necessary to successful reading on the part of pupils.

Many board lessons can thus be worked out orally which would not be successful as book lessons because they would lack the proper setting.

It must be remembered that helping the teacher reproduce this story after she has once told it is a very different thing from reading it without the preliminary development, and does not require anything like the same degree of power on the part of the pupils.

It will be noted that we here have the conversational style, a style which lends itself well to the development of expression. Recognizing as she does the value of good expression, Miss Gray insists upon it from the very first. Therefore she does not accept the work and leave these sentences as soon as her pupils can decipher the words, but she talks with them about how the little girl and the bird must have felt, and endeavors to make them understand that they do not truly read until they succeed in saying these things as the little girl and the bird must have said them.

In fact, the whole point of this lesson is expression. The reason for here illustrating the incidental use of the written sentence is to bring out the fact that, at this stage, it is vastly more important that the child develop fluency and naturalness in reading than that he gain power to recognize and pronounce every word in every lesson. He can easily be taught word pronunciation later, but if allowed to read with poor expression at first, it is with the utmost difficulty that he can later be given the ideal of good expression.

FOURTH LESSON: THE LETTER AS ONE TYPE OF BOARD-READING LESSONS

OUR WALK

"Children, let us write Mary and James about our walk. You know, they had moved to the other school when we took it. I will begin the letter by writing

'Dear Children,' and then you may tell me what else to say."

By means of questions similar to those employed above in the second lesson, the following sentences are given by pupils and written on the board by the teacher:

We took a walk.

We saw it fly.

We looked for birds.

We saw it eat.

We saw a robin.

We heard it sing.

"How shall we close this letter? This would be a good way." (Writes and reads, "Your little friends in the B Class.")

"Now let us look at our letter. We must see that it is just right before we send it."

DEAR CHILDREN:

We took a walk.

We looked for birds.

We saw a robin.

We saw it fly.

We saw it eat.

We heard it sing.

Your little friends in the B Class.

"It will never do for us to send this letter until we can read it ourselves. This is the only way we can be sure that it says what we want it to say.

"We *took* what?" (Underlines "walk," and pauses for pupils to pronounce.) "We *looked for* what?" (Underlines "birds," and pauses for pupils to pronounce.) "We *saw* what?" (Underlines "a robin," and pauses for pupils to pronounce.) "*Who* took the walk?" (Underlines "We" and pauses for pupils to pronounce.)

"How did we *know* about the robin?" (Underlines "saw," and pauses for pupils to say, "We saw it.") "How do we know that it could *fly*?" (Underlines "saw," and pauses for pupils to say, "We saw it.") "How do we know that it could *eat*?" (Underlines "saw," and pauses for pupils to say, "We saw it.") "How do we know that it could *sing*?" (Underlines "heard," and pauses for pupils to say, "We heard it.")

After this preliminary questioning, to emphasize both words and thoughts, Miss Gray has the class read, sentence by sentence, in response to her questions. For example, she says, "What did we do, Roy?" and Roy reads, "We took a walk."

After each sentence has thus been studied and read the teacher has the class attempt the whole lesson, different pupils reading different sentences. No child is quite able, as yet, to begin with the first sentence and read them all. Miss Gray, therefore, dismisses the class, telling them that if some one can read the whole lesson to-morrow she will copy it upon paper as he reads it to her, then put it into an envelope and address it to Mary and James.

DISCUSSION OF FOURTH LESSON

This lesson is like the second in that it represents the expression of pupils written on the board by the teacher. It differs from it in that it is put in the first person while the preceding is put in the third.

Miss Gray thus puts some lessons into first person and some into third for the sake of variety, both as to mental attitude on the part of pupils and as to the form of the lesson.

The first person lends itself especially well to the oral

expression of pupils. Moreover, it seems the natural form for the letter, a type of lesson which has great attraction for the children. They get the best kind of drill on words and sentences through self-imposed review in order to have their letters just right before sending them, and in order to read them to the teacher that she may copy them on paper preparatory to sending.

It will be noted that the class was not dismissed as soon as the sentences were all on the board, because an important part was yet to follow. The teacher kept them, helped them study, and prepared them to read the lesson. Each sentence was worked over until the words were thoroughly familiar to all and could be read with fairly natural expression. When a pupil hesitated in the midst of a sentence he was interrupted, helped further in his study, and then called upon to read the sentence again. The idea was impressed upon him that he must thus study each sentence so as to read it off easily when he did read it. In this way Miss Gray continues to impress correct habits of expression already begun in the early lessons. It does not trouble her that her pupils cannot yet read the different sentences in close succession, and that they have to stop and study each before reading it, because they are beginning to read each sentence by itself with good expression. This she knows is the first step, and therefore the one which principally concerns her at this point. She is thoroughly familiar with and will practice every phase of the development of expression as given on pp. 53-55 in Message Two.

A series of letters, on some subject studied in school, written to the city or county superintendent, represents interesting work for pupils. Such a series written to the parents to be taken home by one child after another also represents profitable and pleasant work.

FIFTH LESSON: DESCRIPTION AS ONE TYPE OF BOARD-READING LESSONS**OUR SUNFLOWER**

"Children, we have talked about this sunflower. Now let us tell about it on the board. I will do the writing if you will tell me what to say.

"First, is this sunflower little or big? Yes, it is big. Who will tell that in a good sentence, beginning with the words, 'This sunflower'?" Some child says, "This sunflower is big," and the teacher writes the sentence. "Next, let us tell about the shape." Some child says, "It is round," and the teacher writes this sentence under the first.

"Who can tell what color the flower is?" The children find the yellow leaves, and the teacher suggests the name "fringe."

"Who will give a sentence that tells the color of this fringe?" Some child says, "It is yellow," and the teacher replies, "What is yellow?" The child then gives the sentence, "The fringe is yellow." In order to call forth a slightly different sentence, the teacher questions as follows: "Who can tell this, beginning the sentence with the words, 'The sunflower has'?" Some child now answers, "The sunflower has a yellow fringe," and the teacher writes the sentence under the other two.

"What color of seeds has the sunflower?" A child answers, "It has brown seeds," and the teacher writes the sentence.

By this method the following lesson is evolved:

This sunflower is big.	It has a green stem.
It is round.	And it has green leaves.
It has a yellow fringe.	This sunflower is pretty.
It has brown seeds.	We like to look at it.

The teacher next helps pupils to study and read these sentences in a manner similar to that just described above in the fourth lesson.

One child makes the article "a" too prominent in reading the third sentence. Miss Gray has him read the whole phrase, "a yellow fringe," in such a manner as not to give "a" undue prominence.

Another child fails properly to emphasize the word "seeds" in the fourth sentence. Miss Gray says, "Did you say the sunflower has brown *leaves*?" The child reads again, saying, "The sunflower has brown *seeds*."

The class shows growing power both as to recognition of words and as to matters of fluency and expression. While pupils thus need help both in studying and in reading this lesson, they show growing power both as to recognition of words and as to matters of fluency and expression.

DISCUSSION OF FIFTH LESSON

This lesson illustrates the description of an object observed in class. This type is interesting to pupils because it involves observation on their part, an exercise which they are certain to enjoy if properly conducted.

There are many objects which pupils can profitably observe in class, among which are different kinds of flowers, seeds, leaves, fruits, vegetables, and pictures.

A description of actual objects observed in class is one of the three types of board lessons most profitable for pupils after they have gained power thus to evolve and read sentences.

The lesson preceding this, the fourth, illustrates another of these types—the report of experiences by pupils—and may be called the letter type.

The third one of these types consists of the description of the pictures in the first Primer which a class is to read.

In the next word-study exercise Miss Gray will drill upon all words, brought out in this lesson, which she wishes to make a part of the reading vocabulary of her class.

It will be seen that Miss Gray continues to give special heed to the matter of expression, having pupils read all phrases as units instead of as so many separate words. Then, too, she questions pupils to bring out expression, as in the case of the word "seeds" in the fourth sentence of this lesson. She avoids the use of mechanical devices for expression, never saying, for example, "Say the word 'seeds' louder."

Because Miss Gray now feels that by the close of the eighth week of school her pupils will be able to evolve and read with expression board lessons of nine or ten well constructed sentences, she is satisfied with the progress they are making.

She realizes that this is the indefinite and delicate stage, where it is impossible exactly to measure progress by visible or tangible units. She knows that power to *read*—to get and give *thoughts*, not mere *words*—is forever dependent upon the development of the powers of impression and expression. She knows, therefore, that a language foundation is absolutely necessary for true reading on the part of her class, and counts the time which she has given for the laying of such foundation as well spent.

At the close of this model series another word should be added concerning the importance of conducting board-reading exercises in such a manner as to save all possible

time for actual reading on the part of pupils. In order to do this it is necessary that a large part of the conversations preliminary to reading take place during opening exercises or during oral language lessons.

SURVEY AT CLOSE OF SERIES II

*A summing up of the reading situation just before
taking up the Primer*

SUBJECTS TAUGHT DURING EIGHT WEEKS

It is understood, of course, that any teacher having average pupils would develop, in the course of eight weeks (the time covered by the Model Lessons) a number of subjects in addition to the two touched upon in these lessons. She should not prolong the reading on any one subject beyond its natural limit, and thus wear it threadbare. As stated above, it is not the idea to suggest the work in full, but simply to present a sufficient amount of it to illustrate the underlying principles upon which this method is based. Teachers are expected to refer constantly to the outlines in Message Five and to work out the different subjects for themselves from suggestions found in the Model Lessons.

WHEN PUPILS ARE READY FOR THE PRIMER

The last lesson in Series II suggests the ability of average six-year-old beginners who have attended school regularly for eight weeks. When pupils have acquired power to do with comparative ease such work as is there suggested, they are prepared for the Primer. Until they can do this they should continue with board lessons. There is no

time gained, in fact there is positive loss of time, in hurrying pupils into books before they are ready. If one's aim in teaching reading were merely to speed pupils through many books, the best possible way to accomplish this aim would be to have them thoroughly ready for the first book. They would then quickly master the second and third.

The average class of six-year-old beginners requires about six or eight weeks in preparation for the Primer, as suggested above, while the less mature pupils sometimes require twenty weeks.

AN APPEAL IN BEHALF OF IMMATURE BEGINNERS

Many first-grade teachers find at the close of the first two months of school that their pupils seem to have accomplished almost nothing. If they have improved their time, let not such teachers be discouraged. Pupils who are immature, either because they are young, of slow development, or of foreign parentage, cannot cover the ground suggested above in the time there designated.

Let us here make an appeal in behalf of these "less mature" beginners. They are not necessarily "slow" pupils, but simply those pupils who need more time than do others to awaken. Teachers should go very cautiously with them, advancing as they develop. Their work should be of a nature to help them unfold and to contribute toward their well-rounded growth. It should not consist of forced and formal attempts at reading. Such reading as is thrust upon children before their observational and language powers are developed is formal, unnatural, and unreal. When pupils are sufficiently developed they soon acquire power to read, but in their undeveloped state they need training of a more

fundamental nature than that found in forced reading lessons. They need help in the general unfolding of their natural powers through observation and first-hand experiences, followed by talks, stories, songs, plays and games, dramatizations, hand work, and other possible forms of expression. What reading they do should be carefully adapted to them and kept very simple.

An immature class thus nourished during the first half year, and by this means prepared for the more regular work, often makes astonishing progress during the last half year.

OBJECTS OF MESSAGES ONE AND TWO

The work as presented and discussed in Message One is representative of September and October blackboard lessons for ordinary beginners.

Message Two takes up the work at the point where the Primer is given to pupils, and directs teachers as to methods of procedure.

TYPES OF LESSONS OMITTED FROM THIS SCHEME

Attention is here called to the fact that the following types of lessons have purposely been omitted:

1. The "idiomatic" type, illustrated by such sentences as:

I see a kitty.
I see a dog.
I see a bird.

I have a kitty.

I have a dog.

I have a bird.

I like a kitty.

I like a dog.

I like a bird.

Such lessons as those just given have been relegated to word study. The idiom, as here used, serves merely as a convenient hook upon which to hang words for drill purposes, and not as a means of conveying thought.

2. The "action" type, illustrated by such sentences as:

Run to the table.

Ring the bell.

Wave the flag.

Hop to your seat.

This type has been relegated to word-study periods or to recreational exercises.

The reason for omitting such lessons from regular reading exercises is that they have no connection with other subjects of study.

3. The "phonic" type, illustrated by such sentences as:

A fat cat sat on a mat.

Here the form of the word, rather than the meaning, is the reason for its use.

It will be remembered that phonic work is not neglected in this scheme, for it is given as a daily form of word study. It is kept separate from the reading, however, until such time as pupils have enough phonic power to assist them in the recognition of new words. In

whatever degree phonics enters the reading work before pupils have such power, in that same degree it makes it formal. The reading of such sentences as the one given above serves as a profitable word-study exercise.

4. The "personification" type, illustrated by such sentences as:

I am a flower.
I have many brothers.
We are afraid of Jack Frost.
Do you think he will get us?

The reason for omitting this type is that it confuses little people. They can more easily tell of their own impressions and experiences than imagine the feelings and thoughts of inanimate objects and then put them into oral sentences for the teacher to write on the board. Lessons developed in this way are often far-fetched, affording little opportunity for real expression and consequent mental growth.

5. The "cumulative" type, illustrated by such sentences as:

The rabbit can run.
The rabbit can hop.
The rabbit can run and hop.
The rabbit can jump.
The rabbit can run and jump.
The rabbit can hop and jump.
The rabbit can run and hop and jump.

The main point to this type of lesson is the opportunity for drill through play upon words, because the thought is soon lost in endless and meaningless variations of expression. It is, therefore, omitted.

MESSAGE TWO

SUGGESTIONS FOR TEACHING THE PRIMER AND THE FIRST READER

GAINING possession of the first reading book is a great delight to every normal child. Learning to read it under the guidance of a skillful teacher is a still greater delight.

In view of the fact that the character of each individual is influenced to such an extent by his pleasures, let every first-grade teacher aspire to be "skillful" to the end that she may be instrumental in making permanent the child's delight in good reading which comes with the first book.

I. PRESENTING THE BOOKS

INTRODUCING THE PRIMER

The first step is to introduce the Primer to pupils in such a manner as to help them catch its spirit at once. Look at the pictures on the first few pages and discuss them with the class. Enthuse them with the thought that it will be a great pleasure to read this book.

TRANSITION FROM SCRIPT TO PRINT

It should not be a long nor a difficult task for any first-grade teacher who has followed the suggestions of Message One to make the change from blackboard to book reading. She should not attempt it until her class is

ready; then she should make the transition easily and quickly. The following suggestions are given for this period:

1. Let pupils talk about the book pictures. Develop short reading lessons, bringing out the ideas in the book lessons by asking questions and writing on the board the answers given by pupils. See that the important and new words of the book lessons are brought into these board lessons.

2. Write exact copies of book lessons on the board and help pupils to study and read them.

3. Write the sentences of a lesson on slips of paper. If there are five sentences and twenty pupils, for example, write each sentence four times. Pass the slips to pupils, asking each to find the printed sentence in his book that matches the written sentence, and place his slip under it. Have each study the words to see how the script and print are alike and how different. At certain signals, let pupils exchange slips and compare as above until each pupil has had a copy of each sentence of the lesson.

4. Word-study and seat-work periods may be used to good advantage while making the transition from script to print. See suggestions to be found in Messages Three and Four.

Such printing as the teacher does on the board should be confined to words. It is a waste of time for her to print lessons.

PHASES IN THE DEVELOPMENT OF A LESSON

These phases may be presented by means of a concrete illustration. Take, for example, the following lesson, supposing it to be in the first Primer read by a class:

This apple is ripe.	The pulp is white.
The skin is red.	It is juicy and sweet.
The seeds are brown.	It is good to eat.

INTRODUCING THE THOUGHT

Imagine a class turning to this lesson for the first time and the teacher questioning somewhat as follows:

"What do you think this lesson is about? An apple." (Teacher writes the word.) "What kind of apple? Can you tell by the picture? Here is a word that tells." (Writes "ripe.") "You can say this word if you think of the first sound. What do you think this lesson tells about this ripe apple? Do you think it tells about the parts of the apple? Name them. Yes, 'skin,' 'seeds,' 'pulp,' and 'stem.'" (Teacher writes the words as pupils give them.) "Shall we read the lesson, and find out what it does tell?"

Some such introduction to awaken interest and get pupils into the proper spirit, likewise to bring out new words, is necessary to every Primer lesson as well as to most of the lessons in the First Reader. Introductions should vary according to the nature of lessons. In each case they should give the class a clew as to what thought to begin with. As pupils grow in power the teacher's questions should grow less suggestive, thus developing independence on the part of pupils.

At this point the class should be given a drill upon the words of this lesson which have just been developed and written upon the board. In order to make sure that all the new words are brought out, let the teacher consult the word list in the back of the Primer. Let her then employ any of the word-study devices found on pp. 68-74 in Message Three.

STUDYING BEFORE READING

Immediately after the word study, or at a later period, imagine the teacher questioning her pupils somewhat as follows:

"Would you like to study this lesson a little before trying to read it? Let me help you. The first sentence begins with 'This apple.' Who can finish it? Look at the second sentence. Does any one know what it is about? Here is the word that tells." (Points to "skin.") "It says that the skin is 'red.'" (Writes the word and encourages pupils to decipher it, not to guess at it.) "Does the first sound help you to think of the word? Yes, it is 'red.' Look at the third sentence. Find the word that begins with 's.' You can see some of these in the picture. Who can tell the word? Yes, 'seeds.' What color are they? The word that tells begins with 'br.' Find it. Yes, 'brown.' Look at the fourth sentence. What word is the same as some word in the first sentence? Yes, 'is.' Find the word that tells the name of a color. Where is it? Yes, it is the last word. Who can tell it? What is it that is 'white'? Yes, the 'pulp.' Look at the next to the last sentence. You know the last word because we had it this morning. Perhaps you do not know this word" (underlining "juicy"), "so I'll tell you what it says. Look at the last sentence. What do we like to do with a nice ripe apple? Yes, 'We like to eat it.' Find 'eat.' We like to eat it because it is what? Yes, 'good.'"

"Now, children, let us take just a minute more to study. Find a word anywhere in the lesson that begins with 's.' Yes, 'seeds.' Find another. 'Sweet.' Another. 'Skin.' Find the word that tells about the skin. Yes, 'red.' See if you can pronounce words as I point

to them. Each one may find and pronounce a word that is very easy to remember; one that may be hard for some one. Find any word you do not know and tell where it is." Some child says, "The third word in next to the last line," and the teacher replies, "That word is 'juicy.' Let us see if you can tell the first two words of each sentence; the last word of each sentence.

"Now, children, do you think you can read the lesson?"

The devices for study just given are much more extensive than would be wise to use with any one lesson. A class that needed all these would not yet be ready for the book. These suggestions are, rather, to be drawn upon as needed to stimulate pupils to proper effort. The study should not occupy too large a part of the time. As pupils gain power it should occupy less and less of it.

It should be noted in the lesson above recorded that the teacher calls a sentence a "sentence" and not a "story." A story consists of several sentences.

READING THE LESSON

Imagine the same pupils about to read the same lesson. If they have to struggle with it, they are not ready for it and should not be required to read it. If they are ready, imagine the teacher questioning about as follows:

"What does the first sentence tell about this apple, Willie?" Willie reads. "What does the next sentence tell about the skin, Jane?" Jane reads.

In this way, in the early lessons, a question gives the clew to each sentence the first time through. Before the class is dismissed, however, they should read the lesson again without clews. As pupils advance, teachers should gradually withdraw such help, thus developing independent power.

A cardboard strip in the hands of each child is a great convenience in helping him to keep the place. Let him keep it just below the sentence to be read next.

In connection with the reading of the lesson teachers should take great care that pupils proceed according to suggestions given in "Habits Which First-grade Pupils Should Form in Reading," found on p. 51 of this chapter. Unless teachers give special heed to the formation of these habits, they need not expect to produce good readers.

TALKING OVER THE LESSON

Let us imagine the teacher questioning the pupils about as follows:

"Children, are some of the ripe apples you have been studying lately like this one? Yes. Are they all like it? No, some of them have yellow skins and some of them have green skins. What about the color of the seeds? They are all brown. What about the color of the pulp in your apples? Some have white pulp and some have pink pulp. Were all of your ripe apples juicy? No, some of them were dry and mealy. Were they all sweet? No, some were sour.

"You think, then, that this apple in the book is just one kind of ripe apple, don't you? Yes."

Thus discussing a book lesson after reading it, and connecting the thought it contains with knowledge the class has gained through study of the subject under consideration, is important even though done briefly, because it alone insures to pupils a grasp of the point of the lesson.

Readers whose lessons do not contain material which can in this way be expanded and related through supplementary oral language exercises are not suited to their purpose.

PLANNING PREPARATORY TO TEACHING LESSONS

In preparing to teach any particular lesson, let teachers proceed somewhat as follows:

1. Decide what to say or what questions to ask in introducing the thought, in helping pupils study, in having pupils read, in talking over the lesson briefly at the close. For suggestions, see "Phases in the Development of a Lesson," p. 45.

Teachers will find that in some of the book lessons very little is required of them in the way of setting, while in others it is necessary for them to make explanation before pupils begin to read, also line by line as they read.

2. Decide upon and prepare for the word drill best suited to the new or difficult words of the lesson; also write these words, as well as the phrases of the lesson, upon the board for reference during the reading period.

3. Decide upon location for class during the reading. The pupils may remain in their seats, with frequent opportunity to stand when they know and can read sentences; or with instructions to each to skip quickly to the front and read as called upon, or with instructions to a whole row to pass to the front and stand until each pupil has read.

Instead of remaining in their seats, the class may be brought to the front and seated in little chairs, or on low benches, so as to face the board; or, they may stand facing the board.

By employing variety of location for classes, teachers may add interest to the reading. They should make changes so gradually, however, as always to keep pupils feeling acquainted with the plan.

4. Decide whether pupils have power to read more

than one sentence of this particular lesson at a time; if so, whether each shall read two or three.

5. Decide how pupils shall find the page. In the early stages teachers may save much time by finding the page for each child and strapping it down to the outside cover by means of a rubber band. By the time pupils have read from books for six or eight weeks they should have been taught to read the number of the page and find it quickly, thus saving much time.

HABITS WHICH FIRST-GRADE PUPILS SHOULD FORM IN READING

If first-grade teachers generally could realize the advantages growing out of a few thoroughly established habits in reading, they would see to the establishment of these habits more carefully at the very beginning. By such means they would increase the reading power of their pupils and decrease the necessity of effort on their part in developing independent readers. These habits may be indicated as follows:

1. The proper use of the voice as to volume, pitch, distinctness, expression.
2. The correct position of the body when standing, when holding the book.

No attempt is here made to give either an exhaustive or an especially scientific classification of points, but merely to present a brief outline for a few suggestions which, if followed in the first grade, will bring practical results.

VOLUME

Pupils should use enough voice to enable all in the class to hear them easily. Very few pupils who are not trained to this do so. The longer they are allowed to

read in subdued voices the more difficult it is to establish the correct habit. Having pupils read from some point in the room at a distance from the class helps them in developing volume. On the other hand, teachers must guard against the development of the loud and harsh voices which often result from efforts to secure proper volume.

PITCH

Almost every first-grade reading class has one or more pupils who have a tendency to read in a high key and a strained voice. This tendency is usually the result of effort or of nervousness on the part of pupils. It can easily be overcome if taken at first, when only a "tendency," but can be eradicated only with great difficulty when once it has grown into a habit.

When a pupil begins to read in a high, unnatural voice ask him questions that will call forth natural answers. Then call attention to the two voices he uses and ask him to read in his "talking voice."

DISTINCTNESS

Pupils may read indistinctly for any one of several reasons. They may guess at words, and thus not wish to be heard plainly; or they may sound only part of the letters of words; or they may be lethargic and not accustomed to put forth the effort necessary to cause the vocal organs to produce words distinctly. Whatever may be the reason for indistinctness it must be cured. The "word ball game" suggested in the chapter on word study is a valuable help in this work. Having pupils read from a point distant from the class develops distinctness as well as volume.

EXPRESSION

The development of expression is less a mechanical and more a thought process than is that of volume, pitch, or distinctness. It need not be a difficult thing, however, the whole point being one of naturalness. See that children grasp the meaning of a sentence, then question them until they express it in reading. For example, suppose a child reads the sentence, "This is Ben's dog," with no expression. Question him as follows: "Did you say, 'This is *John's* dog?'" *Answer:* "No. This is *Ben's* dog." Or, "Did you say, 'This is Ben's *kitty*?'" "No. This is *Ben's* dog."

Such questioning to bring out the important words is one of the best ways of securing natural expression.

Another form of unnatural expression comes through an effort on the part of children to hurry through a sentence. This usually represents the result of overstimulation on the part of the teacher. She too often uses such sentences as the following: "Who can read this next sentence first?" "Oh, you are so slow to-day." "Hurry; the time is almost gone."

When pupils have the "hurry" habit, tell them you cannot understand them, so they will have to read more as they talk.

Just the opposite of the "hurry" habit is that of reading jerkily and one word at a time. It is the result of allowing pupils to read before they are ready. This habit can be broken up only by insisting that pupils always make sure they know all the words of a sentence before attempting to read it.

The proper inflection of the voice is a point that needs

the teacher's constant attention. Many first-grade pupils have a tendency toward the suspended voice at the close of statements. The remedy for this is through the meaning again, and not through mechanical directions. Teachers should never say, "Let your voice fall at that period," but rather, "Have you finished the sentence?" If the pupil answers "Yes," she should say, "Your voice did not tell me so. Read it again and show by your voice when you have finished." By this method the tendency toward the suspended voice at the close of statements may gradually be overcome.

Another tendency of many first-grade pupils is toward the falling voice in the midst of sentences. For example, in reading such sentences as "Ben is kind to Nip"; "He likes to play with him," they let the voice fall on the words "kind" and "play." The remedy for this tendency, likewise, is through the meaning. Teachers should never say, "Do not let your voice fall," but rather, "With what word do you finish the sentence?" If the pupil answers "Nip," she should say, "Your voice sounded as if you had finished at the word 'kind.' Read again, and let your voice show just where you do finish." By this method the tendency toward the falling voice in the midst of sentences may be gradually overcome.

After giving careful attention to all the points mentioned above, many teachers fail to secure desired expression in the reading of their classes. They seem unable to account for or to eliminate a certain heaviness of style. The difficulty in such cases is due, usually, to the fact that pupils forget to read to their audience. When once they can be made to realize the necessity of making their reading interesting to those who listen, they soon take on a lighter and more conversational style.

A word of warning is necessary at this point, however. Pupils sometimes mistake the meaning of "making their reading interesting," and take on an affected style. Teachers must guard against this.

It is needless to say that to develop in first-grade pupils the proper use of the voice requires much time and skill as well as patience on the part of the teacher.

POSITION WHEN STANDING

The importance of the proper standing position can scarcely be overestimated. To stand squarely on both feet, leaning against nothing, and with chest up, puts a pupil in the attitude which induces easy and independent reading. This is one of the most difficult habits to establish, and one that calls for unceasing attention.

POSITION WHEN HOLDING THE BOOK

Every pupil of normal eyesight should be trained to hold his book in both hands and in a comfortable position, with eyes far enough from the page to allow the class to see his face and to hear his voice. The tendency to get the book up before the face and near the eyes must be overcome, because it makes good reading utterly impossible.

Again, to develop in pupils the habit of assuming the correct position of the body in reading is a matter that requires time and patience. Let teachers not become discouraged, but remember that no phase of education which is truly worth while can be accomplished in a day or a week.

It is hoped, therefore, that all first-grade teachers will

patiently and persistently endeavor to do what they can to establish in pupils the habits of voice and body so important to success in reading.

REVIEW OF PAST LESSONS

Review of past lessons is an important phase of the regular recitation in reading. It keeps the thought fresh; it affords opportunity for good expression because of relatively few mechanical obstacles; it furnishes valuable repetition of words; and it provides extra material, thus doing away with the necessity of reading the day's lesson too many times.

Care should be taken, however, so to conduct reviews as not to allow pupils to commit lessons to memory and then to read in parrot-like fashion.

The following suggestions are given for this work:

1. Let pupils usually read their last lesson before taking up the new one. This takes only a short time when pupils are equal to the work they are trying to do.
2. After the lesson of the day is finished let pupils quickly read a review lesson or two before taking their seats.
3. In regular review lessons assign some particular page to the whole class and have pupils read one lesson after another, each child reading one sentence; again, each reading several sentences.
4. Give different pages to the different pupils and ask each to be ready to read when called upon in class.
5. Ask each pupil to find his favorite lesson and be ready to read it when his turn comes.
6. Write on the board questions calling for a knowledge of past lessons; have pupils read silently, if possible, and then answer orally.

PRACTICES IN BOOK LESSONS FOR TEACHERS TO GUARD
AGAINST

1. Talking too much, thus wasting time and causing pupils to listen to and lean on the teacher rather than to work for themselves.

2. Allowing pupils to answer in words or phrases rather than in sentences.

Pupils should not talk in stiff, stilted sentences, of course; this would be as bad as the other extreme. But it should be a part of the teacher's plan to have children talk naturally. She should not ask questions and allow pupils to fill in answers by speaking merely words or phrases.

3. Allowing one pupil to read when others are not attending.

4. Allowing pupils to attempt to read when not ready.

5. Allowing pupils to sit or stand with blank or indifferent minds instead of making them know they must put forth effort throughout the entire reading period.

6. Allowing pupils ever to pronounce "a" and "the" in isolation from the rest of the phrase to which each belongs.

7. Allowing pupils to make a great buzzing with lips while studying a sentence just preparatory to reading it. Tell them that all good readers study with their eyes.

8. Calling a sentence a "story."

9. Allowing pupils to become excited and wave hands wildly when desiring to read.

10. Substituting talking for actual reading, or allowing anything but reading to monopolize the time of the reading period.

11. Having two classes read the same lesson in one day, thus allowing one class to hear the other and so imitate it.

12. Developing subjects in reading periods that should be developed in opening exercises, or oral language lessons.

13. Giving phonic drill during reading recitations that should be relegated to word-study periods.

14. Having pupils read in concert.

15. Developing oratorical effects by having pupils (1) study a sentence and then read it without looking at the book; (2) glance off the book and at their audience while reading orally. Neither of these practices is natural. Let first-grade pupils be as natural as possible in reading.

16. Allowing violation of any of the points mentioned under "Habits which First-grade Pupils Should Form in Reading."

II. SUPPLEMENTING THE BOOKS

By "supplementing" reading lessons we mean the discussion, expansion, and application of the ideas they suggest. For example, if a lesson represents a dialogue between kittens on the subject of cleanliness, the wise teacher will find in this a conversational topic applying to children as well as to kittens, and will improve the opportunity thus afforded for an effective supplementary lesson. Or, if a reading lesson chance to tell how certain children have cared for young birds that have fallen from their nests, the teacher should encourage her pupils to compare their experiences with those related in the lesson. It is quite as important to teach children to grasp and to express in their own way, and to follow up ideas suggested by reading lessons, as to have them do the actual reading.

The best reading books are those filled with lessons which stimulate pupils to observation, investigation, and

oral discussion, and which plant in their minds interests that may profitably be followed up indefinitely. The supplementary lessons suggested by such readers represent an invaluable part of first-grade work.

On the other hand, reading books filled with lessons which supply no incentives or possibilities for supplementary activities and discussions do not deserve to classify among true readers, for they do not lend themselves to the development of thought getting and thought giving—the only valid excuse for which readers exist.

The following suggestions presuppose reading books capable of being supplemented.

OPENING EXERCISES

Devote the first fifteen minutes each morning to a talk with pupils, bringing out the thought to be made prominent throughout the day. By referring to the outlines of Message Five teachers will find an abundance of conversational topics suggested for each subject.

TYPES OF MORNING TALKS

The morning talk may be based upon the observation of some object related to the subject of the day; it may take the form of a report by pupils in which they tell things they have been requested to find out at home or elsewhere; it may be a matter of supplementary information put into conversational or story form by the teacher and given to pupils after they have done what they could to get first-hand information on some subject under consideration; it may be a review of experiences the class has had in a recent trip of investigation to some point in the neighborhood—the grocery store, for example; it may be a review of some subject studied at school, in

which case pupils may often talk from topics written on the board; it may be a combination of all these; it may be of a moral nature, the teacher's motive being to impress some ideal.

Thus opening exercises afford numerous and valuable opportunities for supplementing book lessons.

Teachers wishing models of morning talks will find them in the book entitled *In the Child's World* given in the list of references in Message Five.

HELP FROM PARENTS

Whenever possible first-grade pupils should go to their parents for information on subjects they are studying at school. The first-grade child who does this parallels the experience of his brother in the high school who resorts to the library for desired information.

Any means of securing the coöperation of parents in assisting the little ones in their first attempts at study furthers the success of the teacher. Especially is this true when working with a plan in which observation, investigation, and reports by pupils play so large a part as in the present one. Let the teacher, therefore, send a tactful note to the parents of each child (if she cannot find time for a call), explaining her purpose in the matter and requesting their coöperation.

SONGS AND GAMES

Songs and games bring out an æsthetic appreciation of subjects, and afford a means of expression such as nothing else can give in the first grade. These may be employed in music periods; they may be brought occasionally into opening exercises when especially applicable to the subject of the day; and they may often have a

place among the rest exercises. (References are given with each subject in Message Five.)

DRAMATIZATION

"Playing" a reading lesson is a most fascinating form of reproduction for first-grade pupils. Specific directions for this work cannot be given because the work is essentially spontaneous, growing out of conditions which arise in individual schoolrooms and which call for special treatment by individual teachers. However, the following general directions may be helpful:

1. Let pupils read and at the same time think how to play a lesson.
2. Let them talk it over, trying to agree among themselves how best to do this.
3. Let them read again to decide if their suggestions are good.
4. Let different pupils try the different parts to see how they succeed.
5. Let the teacher select enough children to take all the parts and play the whole lesson while the others look on.
6. Let her select new pupils for the parts each time the lesson is played, thus giving equal opportunity to all.

STORIES

Let teachers devote at least twenty minutes daily to literature; more if possible. Let them give a regular part of this time to stories carefully selected with reference to subjects under consideration, relating them to other school exercises. (References are given with each subject in Message Five.)

PREPARATION FOR TELLING STORIES

In view of the fact that the treatment of stories is a most important factor in the influence they have upon pupils, suggestions are given as follows:

Most stories should be told, not read, to first-grade pupils. Teachers should prepare these before presenting them. Such preparation should consist of thoughtful and sympathetic reading of the story from one or more references; discernment of the underlying thought of the story; selection and mastery of idioms; decision as to the nature and scope of preparatory conversation relative to words, phases, or conditions likely to be unfamiliar. The narration should be vivid with employment of dramatic elements. Since the same story is given various shades of meaning by different story-tellers, and since there are so many versions of some of the stories here suggested, it frequently becomes necessary for a teacher to adapt them. It will be seen that many of the stories suggested in the references embody ideals of honor, kindness, patience, courage, thoughtfulness, and industry. These points should not be lost sight of in the presentation.

HELP IN ADAPTING STORIES

Teachers will find help in the work of adaptation in the words of Gudrun Thorne-Thomsen, one of our best known story-tellers, who says: "A truly educative story should stand the following tests: It should contain a universal truth. It should not dwell upon the cruel and the bloody. It should have a plain, simple plot. It should be dramatic. It should leave a chance for the child's own interpretation of its meaning."

NUMBER OF STORIES REPRODUCED BY PUPILS

It is not necessary that the small child reproduce all the stories he hears. It would tax him, and would tend to make the work mechanical. Nevertheless, he should be required to tell some of them, since mental images grow through expression. Then, too, in this way the child enlarges his vocabulary and gains power over language.

As the child grows in ability to grasp and to express stories, he should reproduce more and more of them. It is necessary for the teacher to exercise great care in order to keep this work of reproduction from the two extremes: first, of requiring pupils to reproduce so many of the stories that the work is made formal; and, second, of requiring them to reproduce so few that they become greedy for new stories and unappreciative of the familiar stories.

NUMBER OF STORIES TOLD BY TEACHERS

Teachers should exercise care not to introduce so many stories that they become confused in the child's mind. As a rule, however, teachers know and tell too few rather than too many educative stories.

ASSISTANCE DURING REPRODUCTION OF STORIES

In oral reproduction teachers should question as to omissions. They should not require set forms of expression, but should encourage use of idiomatic or specially fitting expressions. They should not suggest wording, but sequence of thought, when pupils hesitate. They should deal sparingly with generalizations; but when these are brought out, they should come from the pupils, not from the teacher.

POEMS

Let teachers give regular attention to the teaching of poems, selecting them, as well as stories, with reference to subjects under consideration. Nothing can compensate pupils for neglect of this. It is impossible to suggest any one way of teaching poetry, since every poem is a law unto itself, and since conditions govern methods. Nevertheless, the following suggestions should be kept in mind. A teacher should make special preparation for the presentation of every selection. She should also prepare her class to appreciate each poem before presenting it. A study of *Songs of Tree Top and Meadow* (pp. 171-192), given as a reference in Message Five, will prove helpful in such preparation. Before memorizing is begun, the poem should be interestingly read or recited to the pupils to give them a whole view. Two or more renditions, with conversation about the pictures presented, may be necessary. Mental imagery should be developed with every thought. Each stanza should be mentally digested before the next is undertaken. A poem once taught should not be drilled into pupils by having one child after another mechanically repeat it. This destroys mental imagery and robs the selection of its real beauty. Repetition is necessary, but this may be had through shorter and more frequent recitations. Very little concert work should be given, because it tends to destroy individual impression and expression. Above all, a poem should not be overtaught. It should be given an opportunity to make its own appeal to the child.

MESSAGE THREE

WORD STUDY AS RELATED TO READING

INTRODUCTION

THE SUPPLEMENT TO THOUGHT READING

WORD study is the necessary supplement to thought reading. Without it, pupils do not have sufficient opportunity for review of words. With it, there is no necessity for tiresome and meaningless variation of sentences merely to impress words.

NUMBER OF WORDS PUPILS SHOULD KNOW

As to the number of words an ordinary class should know at any particular time, it is impossible to say. At the close of the first month the number is necessarily indefinite, because in the early lessons drill cannot and should not keep pace with thought, and because many words are, therefore, partly learned but not firmly fixed. At the close of the fifth month the number is even more indefinite, because the phonic power which pupils have developed by this time makes it possible for them to pronounce, with a fair degree of accuracy, an almost unlimited number of words. It is, therefore, not necessary, nor is it intended, that word study shall exactly parallel reading, but that it shall supplement it so as to make such reading as is done at any time a matter of thought getting and giving and not one of drill.

TWO GENERAL TYPES OF WORD STUDY

There are two general types of word study:

1. That employed in connection with reading and so closely related to it that it can scarcely be distinguished from it.

2. That employed in isolated drills and, consequently, separated entirely from the reading.

Of the first type, there are three phases applied as follows:

1. In the development of the words of a lesson, through the thought as brought out by the teacher. (See p. 46 of Message Two.)

2. In the study of words during a lesson, for the thought. (See p. 47 of Message Two.)

3. In slight drill upon words at the close of a lesson, to review the thought. (See p. 16 of Message One.)

In early lessons pupils naturally approach the form of words through the meaning, but later they must study form more directly. Progress in word study, therefore, involves an increasing amount of isolated drill. Attention is given exclusively to this kind of word study throughout the remainder of this chapter.

There are three phases of isolated drill, applied as follows:

1. In studying words as wholes.

2. In studying words with reference to their phonic elements.

3. In studying words with reference to the sequence of letters composing them.

Each of these phases of drill is made the subject of a *separate* section later on in this chapter.

TIME NECESSARY FOR WORD STUDY

In order that word study may react properly upon reading, thus performing its part in our plan, it is necessary to devote as much time to it as to the reading itself. About thirty minutes daily for word study are therefore suggested for each first grade in graded schools. The distribution of this time among the different kinds of drill is a matter of some importance, hence the following suggestions: During the first quarter, twenty of the thirty minutes daily should be given to drills on words as wholes. (See p. 68.) From two to five of these twenty minutes should be given to visualization. (See p. 107.) The remaining ten of the thirty minutes should be given to phonic exercises. (See p. 91.)

During the second and third quarters, fifteen minutes should be given to each, allowing, out of this time, about five minutes daily for visualization. During the fourth quarter, ten of the thirty minutes should be given to words as wholes, and the remaining twenty to phonic drill. From two to five of these twenty minutes should be given to the first work in spelling. (See p. 108.)

WHERE TO FIND WORDS

As was said at the beginning, word study is supplementary to reading. This being the case, the words employed should be taken from the reading lessons. It is necessary, therefore, for teachers to decide which words of each lesson should be listed for future drill; also, to decide the best way of impressing each of the words thus listed.

DIFFERENT WORDS TREATED DIFFERENTLY

In considering the selection of words for drill purposes, let teachers decide which are:

1. Special to the particular lesson and, consequently, not common enough to be put into the list. (Example, Hallowe'en.)

2. Easiest for visualization exercises.

3. Suitable for use in connection with phonic work as outlined later in this chapter.

4. Best to go in the list of words to be presented as wholes.

All words belong to this last list when first brought out in reading, but many of those which obey phonetic rules (phonetic words) gradually relegate themselves to the phonic list as pupils grow in power. They do not all do so in the first year, however, for, according to this plan, first-grade classes cover only the easy and most common parts of the phonetic field. For this reason many miscellaneous phonetic words are left throughout the first year in the list of those to be taught as wholes. A study of the phonic outlines found later in this chapter will give teachers a clear understanding as to which words should be placed in phonic lists and which in those containing words to be presented as wholes.

After a teacher has thus decided the general method for impressing each of the different words of a lesson, it remains for her to select and use from the devices given below only those best suited to the needs of her particular class.

I. DEVICES FOR IMPRESSING WORDS AS WHOLE¹

FIRST QUARTER

ANIMATION AND ATTENTION NECESSARY

In every word drill there should be animation coupled with attention on the part of the pupils. This may be

¹The author is indebted to the primary teachers of the Seattle Public Schools for many of these devices, as well as for many of those given under the head of phonics.

secured by employing quick and taking methods, together with a sufficient variety of devices. A "sufficient variety" consists of just enough to stimulate interest without confusing pupils and thus interfering with concentration.

CAREFUL SELECTION

From the following suggestions teachers should select carefully the few best suited to the purpose of each day, remembering that their choice need not correspond with the sequence here given. A number of the devices given are inserted for the purpose of lending animation and brightness to exercises and are intended only for occasional use.

POSITION OF CLASSES

Let teachers vary the position of classes during word-study exercises, sometimes calling them to the front and sometimes allowing them to remain in their seats.

EVERY CHILD MUST BE HEARD

In every recitation let teachers see that every child speaks distinctly and loudly enough to be heard by every other child. Otherwise, much valuable time is wasted.

BLACKBOARD DEVICES

1. Write duplicate lists of words on the board. Point to a word in one list, asking some pupil to put his pointer on the same word in the other list. Vary this exercise by erasing words and having pupils erase.
2. Pronounce words from a list on the board, asking different pupils to point to them.
3. Give two pupils pointers and pronounce words

from the board, seeing which can be first to touch each word as pronounced.

4. Give two pupils white crayon; then pronounce words, asking one pupil to place a cross before and the other a cross after his words. The pupil first placing his cross gets the word. Count to see which gets the greater number.

5. Give two pupils crayons of different colors; then pronounce words, seeing which pupil can be first to underline each word. Count to see which color underlines the greater number of words.

6. Write words on the board promiscuously, asking a group of pupils each to go and touch a word he knows. When the teacher touches a pupil's word with her pointer let him pronounce it.

7. Place a number of words on the board. Let the teacher point to and pronounce a word, then hand the pointer to some child, who also points to and pronounces a word, and in his turn hands the pointer to some other child, who proceeds in like manner.

Vary this exercise by calling for a word and having some one point to it, allowing the one finding it to call for another word and to select some one else to point it out; and then to proceed in like manner.

8. Write words on the board. Send one pupil after another to erase and pronounce those they know.

9. Let pupils look while the teacher erases a word in a column or sentence. Let them say it, either singly or in concert, after it has been erased.

Teachers should not have a great deal of concert work in drill upon words as wholes. Weak pupils imitate the strong, thus missing the growth that comes through effort, and many mistakes necessarily go uncorrected.

10. Write a word on the board and erase it immediately.

Let the pupil who pronounces it first take his place in the "quick line." At the close of the exercise, have each one in the "quick line" pronounce a word before taking his place again in class.

11. Write words on the board. Let a row of pupils skip by, each touching and saying a word as he passes.

THE WORD HOLDER

Let teachers adapt to the "word holder," described below, many of the devices suggested above for the board. This little piece of equipment proves a great convenience in word drills, giving freshness and added interest to them.

In making the holder let teachers proceed as follows:

Take a sheet of stiff tagboard 22" x 28", obtained at slight cost at any printing office. Rule crosswise, leaving spaces four inches wide. Next, cut strips of tagboard $1\frac{1}{2}$ " x 22". Just above each line on the large sheet paste one of these strips, putting glue on the ends and lower edge only, forming a shallow pocket. The pockets thus made are word holders which may be employed in a variety of devices with word cards made as follows:

With a rubber pen or the rubber end of a lead pencil write words on strips of cardboard 3" x 11", making letters at least two inches high. On the back of each card in small letters write the word in duplicate for the teacher's use. In devices given below we speak of cards thus made as "large word cards." Keep a list of words written upon these cards (one word on a card), and keep the words up to date with new ones brought out in reading lessons.

In addition to duplicating with the "word holder" the devices given above for blackboard, let teachers duplicate with it all possible devices given below for cards.

DEVICES WITH LARGE WORD CARDS

(See directions for making these cards on p. 71.)

1. Hold cards before the class, one at a time, and have them recite in concert; or have one child answer at a time until all in the room have had a turn; or have one child stand and recite until he makes a mistake, when another takes his place; or let one row recite at a time, the whole row standing as the teacher turns a card toward the first child, one after another sitting as he recites; or let the two sides of the room vie with each other to see which can pronounce the most words correctly.

The effectiveness of the above work depends largely upon the manner in which the teacher handles the cards. She should hold them in front of her and shift them quickly, depending upon the small words written on the side toward her corresponding to the large words which are turned to the view of pupils.

2. Pass to pupils small cards containing words corresponding to those on the large cards. Hold up a large card and let the child (or possibly several) who has the same word on his small card bring it to the teacher; let him hold it under the large card, so as to compare, and then pronounce the word so all can hear.

3. Vary this exercise by writing a word on the board, while pupils observe, instead of holding up a large card.

4. Place the cards in a row on the ledge of the board, having the class pronounce the word on each as the teacher puts it down. Pronounce words, asking different pupils to pass up and get the cards containing them. Let the teacher gather up the cards, having the whole class pronounce as each word is taken from a pupil; or, call for a certain word and have the child who has it

quickly place it on the ledge of the board, continuing thus until all cards have been placed. Let some one child go to the board and quickly gather up all the cards, pronouncing the word on each as he picks it up. When he fails, let another child take his place.

5. Hold up a card. Let pupils see who can pronounce the word first. Give the card to the one who does so. Continue until the cards are all given out. Then count to see which pupil has the most.

6. Hold up a card. Let the pupil who first recognizes the word get it and come to the front. When eight or ten pupils are thus standing in front, let those in their seats pronounce the words, one at a time, taking the places and cards of the pupils in front.

7. Let twelve or fourteen pupils stand in front of the class, holding cards. Let them pronounce their words, one after another down the line, while pupils in seats watch and listen. Then let them quickly exchange cards and pronounce again. Next, let two pupils from the seats go to the front, one to each end of the line, and see who, by pronouncing them correctly, can get the greater number of words. Pupils holding the cards must not give them up if those pronouncing make mistakes.

MISCELLANEOUS SUGGESTIONS

1. Give daily drill in simple phrases composed of "a" and its noun, also "the" and its noun; for example, "a boy," "a girl," "the flower," "the fruit." Never drill on nor refer to "the" or "tho." Teach pupils always to say the words of these phrases together as one word, never allowing them to separate the articles from their nouns, nor to emphasize the articles unduly.

2. Reserve a space on the board, in plain view of the

class, large enough for about ten words. In this space keep the words that most need to be impressed, and drill upon them at spare moments.

3. During the transition from script to print invent a number of devices for matching words, using both cards and blackboard.

4. Sometimes dismiss a class, one at a time, by letting each pupil slip away to his seat after pronouncing some word indicated by the teacher. Keep those who miss until the last, and give them a slight review before dismissing them.

SECOND QUARTER

BLACKBOARD DEVICES

1. Continue devices employed the first quarter.

2. Write several columns of familiar words on the board, each containing five or six words. Let each pupil "run up and down" or "down and up" (pronouncing) to see who can do it in the shortest time.

Vary this exercise by having pupils "run up" one column and "run down" another; also, by having one child run up one and down another throughout the entire list.

3. Have a class turn to some page of the Primer. Write words on the board and have pupils find them in the book.

4. Write a list of words on the board. Have pupils observe them carefully, then look away while the teacher erases one. Have them look again to discover and tell which word was erased.

Vary this exercise by using the word holder described in devices for the first quarter, slipping a word card out *instead of* erasing as above.

5. Write words on the board. Have one pupil of the class close his eyes while another points to a certain word. Let the pupil whose eyes were closed then take the pointer and pronounce words until he finds the one selected, asking the question, "Was it 'mother'?" One, many, or all the pupils answer, "No, it was not 'mother.'" In this way, let several pupils have an opportunity to take part. Use the word holder for this also.

6. Give the meaning of words on the board and let pupils find and pronounce them. Thus: "Find something good to eat." Some pupil points to "apple."

7. Let two pupils cover their eyes while the class observes the teacher erase a word from a list on the board. Let the two then try to discover what word has been erased. Call the one who finds out first the winner, and let the other step back into class. Let the teacher then select a new child to step up beside the winner, ready to begin the exercise again.

8. Write about five familiar words on the blackboard, not pronouncing them. Erase these after pupils have visualized, and let them give as many as they can remember.

9. Give daily drill upon such phrases as "a little girl," "a pretty flower," "the warm sun." Vary this drill by using phrases in a conversational manner. Say, for example, "I never saw," and then write the words, "a blue apple." Questions as well as statements may be employed in this exercise.

10. Let the teacher tell some simple everyday story, bringing in familiar words written promiscuously upon the board. Let pupils point to each of these words as she uses it and pauses for them to find it.

11. In preparing for Christmas work, draw a large tree on the board and write in its branches the names

of possible Christmas gifts. Work out a variety of interesting exercises from this. Use the outline of a large Christmas stocking in the same way.

12. Select those Mother Goose rimes that contain words common to the reading lessons of a class, and write the important words on the board, but not in the same sequence as found in the rime. Repeat the rime and let pupils place the pointer on each of the words as the teacher pauses for them to find it.

13. For review, let pupils give all the words they can remember from past drills, and let the teacher write them on the board. When all possible are given let the teacher point to the words and call upon pupils promiscuously to pronounce.

14. Let the teacher play "deaf and dumb," writing questions which pupils must answer orally. Let her thus repeat important or difficult words in a variety of questions. For example:

Are you warm?

Are you cold?

Are you at school?

Are you in the B Class?

15. Write a list of words on the board. Duplicate it with another list beginning with capitals. Give exercises for matching identical words. Use the word holder for this also.

16. Let the teacher touch with the pointer three words in succession and then call upon some child to pronounce the words from memory. After doing so, let the child point to three other words and call upon another child, who must proceed as he did.

Vary this exercise by using large word cards and turning three before asking pupils to pronounce them.

17. Write a list of words on the board. Without

pointing, let the teacher pronounce the first word, the class the second, the teacher the third, and so on; or the girls the first and the boys the second; or let pupils take turns. Vary this exercise by pronouncing only every other word. Use the word holder for this also.

18. Before school on Monday morning write all the words of last week's reading lessons on the board. Give quick, animated review of these. For example, let the teacher pronounce words and two pupils with pointers see who can touch each word first. Employ a variety of devices here.

19. Invent ways of utilizing the Primer in word drills. For example, write the important words from some review lesson and have pupils, who thus get the clew, either name or find the lesson.

DEVICES WITH LARGE WORD CARDS

1. Place ten or twelve large word cards on the ledge of the front board. Let two pupils begin at opposite ends, pronouncing words in turn. If one misses a word, the other has a chance at it. Let the point be to see who can get the most words.

2. Place ten or twelve large cards on the ledge of the board. Send a pupil to the front to hold up the cards, one at a time, calling upon some pupil to pronounce each as he does so. If this pupil can pronounce the word, let him skip to the front, take a card, and hold it in view of the class. Let the first pupil proceed in like manner until all the cards are given out and are held by as many pupils, standing in a row in front. Let each in the row then call upon some pupil in the seats to pronounce his word. Let him then place his word on the ledge and take his seat. In like manner, dismiss the whole row and call a new pupil to the front to begin the exercise again.

3. Write words on small pieces of paper. Let one pupil throw these upward and the others in the class pick up those they can pronounce. Let pupils then quickly put their words into a box held by the teacher, each pronouncing them as he does so.

If this exercise causes confusion, omit it. It need not do so, however.

4. From words taken from past reading lessons select those verbs that lend themselves to dramatization, writing each on a large card. Example, "fly," "come." When the teacher holds up the word "come" and says to some child, "Do this," let him step up to her.

5. Let the teacher give a large word card to each child, telling him to be ready to pronounce it as she quickly passes him in going the rounds of the class. If he can do so, let her take his card and give him a new one. If not, let her tell him to study until she comes again, and then let her assist him if necessary.

6. Make charts of heavy manila paper or of tagboard. Write on these the words that persist in being troublesome. For example, "was," "when," "why," "are," "of," "this," and the like. Give some slight attention daily to drills from these charts.

7. Have the class take position on the floor as for a spelling match in higher grades. Let the teacher hold up large word cards, giving a turn first to one side and then to the other. Instead of "spelling down," let them "pronounce down," each child taking his seat when he misses.

CIRCLE GAMES

(Class in circle, holding large word cards)

1. Let a child in the center start at some point and pronounce as many words as he can. When he misses a

word let the pupil who pronounces it take his place in the center.

2. Let the teacher name two pupils, and let each pronounce the word held by the other.

3. Let pupils play "Pussy Wants a Corner" as follows: Let the teacher pronounce the words held by two pupils, who must try to exchange places immediately, while a child in the center tries to get one of the places.

Vary this exercise by touching one pupil, who immediately pronounces the word on some card held by another. Let this second pupil then pronounce the word on the card of the first and try to exchange places with him. Let the child in the center try to get the place of either of the pupils who thus exchange.

4. Let some child speak the name of a second, who pronounces the word held by the first child and then names another, who proceeds in like manner. Let any child who misses, step into the circle and remain there until he can pronounce some word missed by another child.

5. Let the teacher name about five pupils in various parts of the circle, who must turn their backs as she speaks their names. Let the children in the circle "turn them back" by pronouncing words held by these pupils. As the word held by each is pronounced let him face the circle again.

Vary this exercise and make it more difficult by asking pupils to give the name of the child who has each particular word.

6. Let the teacher whisper some word to the center child, who holds a bean bag. For example, "thank." Let him say "Frank," and quickly toss the bag to some child, who immediately gives a riming word and tosses it back to the center. Let the center child give another

riming word and toss it to another, who proceeds as the first child did. Let the teacher be ready with a new word as soon as the common words of one "family" are thus exhausted.

THIRD AND FOURTH QUARTERS

BLACKBOARD DEVICES

1. Continue the devices employed the first and second quarters.

From this point on, the study of words composed of familiar phonetic elements should more and more be relegated to the regular phonic exercises. Especially is this true of word drills directly preparatory to reading lessons.

2. Write three or four words on the board and let pupils glance at them, quickly visualizing. Cover the words with a piece of cardboard, asking pupils to pronounce.

Vary this exercise by having a longer list of words and asking pupils to turn about and pronounce as many as they can remember. Use word holder also.

3. Hang a large word card on one child's back. Let the word on the card correspond to some word in a list of ten on the board. Let the pupils each describe the word, giving one sentence, and let the one who holds it guess the word from the descriptions.

Vary this exercise by using the word holder as follows: Turn words in the holder to the board after pupils have observed them. Let some child go to the front, take a card, and, without letting the class see the word, describe it for the class to guess.

4. Write a word like "pin" on the board, telling pupils you are thinking of a riming word. Let them ask ques-

tions thus: "Is it something from which cups are made?" "No, it is not 'tin.'" (Writes "tin.") A long list is often thus worked out before the right word is given.

5. Place a list of words on the board as "think," "sing," "tree," "window," "still," and send two pupils from the room to decide which of these words to act before the school. If they decide upon "still" they will probably enter the room walking on tiptoe. The child who guesses the word from the acting, names another child to help him act a new word from the list.

6. Have each child turn to the word list in the back of the Primer and pronounce words in succession, omitting, if necessary, those special to subjects or seasons.

7. To teach correct idioms, let the teacher quickly write on the board "I have seen," asking some pupil to read what she has written and to finish out the sentence. Let him answer, for example, "I have seen the show."

Let the teacher continue with such idioms as,

I saw	Have you seen?
We were	Those girls
I shall go	He is n't

Thus in one lesson much quick practice both in reading and language may be given.

Let the teacher select idioms corresponding to the needs of her class.

MISCELLANEOUS SUGGESTIONS

1. Drill on words found on review pages in readers, thus: Let the teacher write on the board some page in the reader and ask the pupils to find it. Then let her say, "Find and pronounce the second word in the third line; the fourth word in the sixth line; the next to the last word in the third line from the last."

Vary this exercise by writing the words on the board and having pupils pronounce them and describe their location. When pupils hesitate over a word in the reading lesson, teach them always to locate their difficulty in this way. Nothing expedites matters more than the formation of this simple habit.

2. Give practice on the different forms of the same word. For example, "look," "looks," "looked," "looking."

3. Present words grouped according to subjects. For example, "What we see in the spring": "robins," "bluebirds," "wrens," "violets," "tulips," "green grass," "green leaves." Or, "A picnic lunch": "bread and butter," "milk," "meat," "fruit."

4. Make lists of words found in readers representing the different parts of speech and give frequent drills upon them, employing word card, blackboard, and chart devices. For example, let one list represent personal pronouns: "I," "he," "she," "we," "they," "me," "us," "him," "her," "them," "our," "their," "who," "whose."

5. Employ word-study devices that react upon language habits. The following devices for enunciation are of this description.

a. Write words ending with those consonants frequently slighted in pronunciation and give pupils drill in pronouncing them. For example, "must," "desk," "lisp," "send." Give similar drill upon initial letters.

b. Write words ending in "ing," as "seeing," "going," "doing," and have different pupils pronounce them distinctly. Again, write words ending in "ly," as "sweetly," "swiftly," "friendly," "badly."

c. Give pupils practice in pronouncing words that are commonly run together as, "could you," "did you," "wants to," "likes to," "you and I," "had ever," "found you," "wants you."

d. Send a pupil to the corner of the room and pronounce some word for him distinctly, asking him to make it just as clear in sending it back to you. Ask him why it is difficult to say the word distinctly. Continue the exercise with different pupils.

PRACTICE READING

According to this plan, all reading for drill purposes is relegated to word study. During the last two quarters, especially during the last quarter of the year, reading may thus be employed to great advantage. The remaining devices, therefore, are for practice reading.

1. Write sentences on slips of paper, using the difficult words of the last lesson, and let the class read them. After each child had read the sentence on his slip, let pupils exchange and read again. Endeavor to have as many different sentences as there are members in the class, in order that pupils may not commit to memory.

2. Turn to review reading lessons in the book and make them over by elaborating or omitting ideas, by changing sequence of sentences, or by substituting different words. Write these new lessons on the board to test the reading ability of pupils.

3. Give drill upon sentences beginning with especially troublesome words, such as "where," "when," "why," "which," "what," "how," "here," "there," "then," "those," "these."

4. Drill the class on action reading, employing the following or similar devices:

a. Write on the board miscellaneous directions for pupils to follow out in action. For example, "Run to the window." "See if the wind is blowing." A study of the vocabulary of her class will suggest to any teacher an abundance of possible directions.

b. Write on the board directions that call for impersonation on the part of pupils. For example, "Play you are a chicken. Fly to your coop. Scratch for worms. Peep like a chicken. Fly to your mother. Put your head under her wing."

Give directions for impersonating other animals; such as the frog, the lamb, the duck, the robin, the rooster.

c. Write on the board the directions for reproducing the activities of adults. For example, setting the table. Thus—

Bring the table.	Get the knives and forks.
Bring the tablecloth	Get the spoons.
Put it on the table.	Put them on the table.

Let teachers finish this lesson to suit themselves. Let them work out others, such as dressing the doll, putting her to bed, going to market, washing and ironing.

5. Phonetic drill reading. Let teachers brighten the phonic exercises by putting phonetic words into sentence form. For example, "A big frog sat on a log."

6. Dialogue is an excellent device for securing and holding the interest of a class.

a. Write several short dialogues on the board in such form that each of the two pupils reading may have every other sentence. Ask two pupils to try one of these dialogues. Next, ask two others to try another, and continue in this manner until all have been read. Then begin with the first and have them all read again by other pupils. The sample dialogue given on the following page will suggest many others.

b. Copy on sheets of paper half as many dialogues as there are pupils in your class. Make two copies of each and number the duplicates alike. Give one copy to each in the class. Call for "Number 1," telling the

two pupils who have this number to step to the front and try to read their dialogue. The following is an example:

- STOREKEEPER. How do you do, little girl?
LITTLE GIRL. How do you do, Mr. Storekeeper?
STOREKEEPER. What do you wish, little girl?
LITTLE GIRL. I wish some fruit.
STOREKEEPER. What kind of fruit, little girl?
LITTLE GIRL. What kinds have you?
STOREKEEPER. I have oranges and bananas.
LITTLE GIRL. Please give me some oranges.
STOREKEEPER. How many do you wish?
LITTLE GIRL. I wish a dozen.
STOREKEEPER. Good-by, little girl.
LITTLE GIRL. Good-by, Mr. Storekeeper.

A CLOSING WORD FOR WORDS AS WHOLE

1. Teachers should not endeavor to employ, at one time, too many of the devices suggested above. They should employ just enough of them to keep the work interesting and profitable.
2. No teacher should use any of these exercises merely because they are suggested. Only those that bring results should be continued.
3. Some of these devices should be employed frequently until outgrown, while others should be employed only occasionally, to brighten up the work.
4. Exercises must be selected and adapted in such sequence as to develop ever-increasing power on the part of pupils.
5. Teachers should select devices for a week at a time, organizing and adapting them to their special needs.

II. OUTLINES AND METHODS FOR FIRST GRADE WORK IN PHONICS

FOREWORD

AIM OF PHONIC WORK

The aim of phonic teaching is to simplify for pupils the pronunciation and spelling of words and to train them in correct enunciation. This aim involves the training of the ear to distinguish the elemental sounds of the language, singly and in combination; it involves the training of the eye to recognize the characters that represent these sounds, and the training of the vocal organs to produce them correctly.

RELATION OF PHONICS TO FIRST-GRADE READING

In phonic teaching words are treated as sounds and not as signs of ideas, the point being to develop necessary skill in recognizing and pronouncing words rather than to bring out the thoughts they suggest. This being the case, phonic training comes under the head of formal word study, not under that of reading, and should be kept distinct from the reading. Nevertheless, pupils should apply whatever phonic knowledge they have at any stage in pronouncing the words of their reading lessons. That is, they should make attempts (not guesses) at deciphering words illustrating phonic points upon which they have been drilled. If their phonic power is not sufficient to enable them to pronounce such words readily, the teacher or class should assist them, thus preventing interruption of thought. Such points of difficulty should then be relegated to the next phonic period and there impressed upon pupils.

LIMITS OF FIRST-GRADE PHONIC WORK

To give pupils a good knowledge of the phonic make-up of our language naturally requires about three years. It is unnatural, and therefore unreasonable, to undertake all this in the first year. There is no more reason for teaching three years of phonic work in one year than for teaching three years of numbers in one.

The phonic elements most fundamental to the English language, together with those most common to the first book which pupils are to read, afford the best material in this line for first-grade lessons.

PHONICS IN A NUTSHELL

The idea here is not to present a "phonic system" in all its detail but rather to emphasize the few phonic exercises fundamental to a thorough mastery of the phonetic elements common to the words of the first-grade vocabulary. This scheme may, therefore, be called "Phonics in a Nutshell."

These fundamental phonic exercises are only four in number, consisting of:

1. Drill upon certain memory facts.
2. Building words from memory facts previously taught.
3. Teaching the long and short vowel sounds. (During the second half-year.)
4. Analyzing and pronouncing words.

By grasping the point of these fundamental exercises teachers are much better prepared to do effective phonic teaching than by committing to memory the details of the hundred or more pages of the most complete phonic manual in existence.

NO DIACRITICAL MARKINGS

No diacritical markings should be taught in the first grade. Pupils have no need for a knowledge of them until they begin the use of the dictionary in the fourth year. They need not learn markings, therefore, until they reach the third grade. The sequence of letters in any phonetic word, not the markings, governs the pronunciation of that word. Therefore, to teach markings in the early lessons is only to complicate the work while adding nothing vital to it.

MONOSYLLABLES ONLY

Monosyllables only should be employed in first-grade phonics. They keep the work simple and afford an abundance of exercises for all first-grade purposes.

By sounding the accented syllable of such words as "kitty," "apple," "yellow," and "winter," pupils get the clew and have no difficulty with pronunciation.

EXCEPTIONS NOT TAUGHT AS SUCH

Words representing exceptions to rules of phonetic pronunciation should not be taught as such. These words should rather be taught as wholes. A list of such exceptions belonging to the first-grade vocabulary are given below:

one	eyes	some
are	full	done
who	love	word
put	says	want
was	they	come
two	live	shall
you	once	again

have	know	where
said	very	would
what	give	their
many	four	could
were	knew	there
does	work	watch
been	your	should

TIME REQUIRED

Phonic work does not necessarily require a great amount of time. As has been said previously in this chapter, ten minutes daily during the first quarter is sufficient. During the second and third quarters the time may be extended to fifteen minutes, while during the fourth quarter twenty minutes daily may be employed to advantage. The time here suggested insures satisfactory phonic results for all ordinary first-grade classes provided

1. That all drills be conducted with animation and thoroughness.
2. That each exercise have a real phonic point.
3. That all forms of past work be well kept up by means of daily review.

PHONIC KNOWLEDGE EVERY TEACHER SHOULD POSSESS

It is imperative that every teacher of this scheme of phonics know

1. The vowel and consonant sounds and the markings for the same as found in *Webster's New International Dictionary*.
2. Equivalent vowel and consonant sounds.

3. General rules for the marking of letters and the pronunciation of words.

4. All words in common use which are exceptions to the general rules of pronunciation. Example, "come," "put," "rule."

The points above may be gained from a study of *Webster's New International Dictionary*.

TERMS SUGGESTED FOR USE IN PHONIC EXERCISES

There seems to be no unanimity as to the use of terms in the various phonic manuals. One or more of the terms "family," "phonogram," "key," "blend," and "helper" are suggested in the best known manuals, but usually with different meanings in different books. It has been found necessary, therefore, to suggest terms for the present plan. According to this plan words have "family names" and "first names" as do children. For example, in the words "cap," "tap," "raps," "clap," and "snaps," "ap" and "aps" are "family names"; "c," "t," and "r" are single "first names"; while "cl" and "sn" are double "first names." The family name is thus composed of the vowel and letter, or letters, following it.

The terms "vowel" and "consonant" are employed when needed. Pupils have no difficulty in understanding them when once they are explained.

Have pupils give the sounds of the letters and place in a circle all those that let the voice out without hindering it. They thus segregate the "voice letters" or vowels from the consonants and understand the distinction between them.

The word "sound" is employed as a verb to indicate to pupils that the teacher wishes them to pronounce words phonetically. For example, when she tells a pupil to "sound 'cap'," he does so by saying "ap, cap."

FIRST AND SECOND QUARTERS

OUTLINE OF WORK

1. Ear and vocal training.
2. Memory facts as follows:
 - a. The single consonants (hard sounds of "c" and "g" and soft sound of "s").
 - b. The following two-letter family names in short a, e, i, o, and u: it, ig, og, im, am, ip, an, at, in, ed, up, un, ob, em, om, ot, ap, en, um, on, id, et, op, ut, ag, ad, ab.
3. Word building, combining the family names and consonants listed above under "Memory Facts."
4. Analysis of three-letter words containing the family names listed above under "Memory Facts."

METHOD FOR EAR AND VOCAL TRAINING

The purpose of ear training is to develop in pupils what may be termed a "sense of phonics." In the beginning it is to prepare them for the consideration of words as sounds, and later to make their ears sensitive to the niceties of sound as found in our language.

1. Give commands to pupils, pronouncing one word in each very slowly, as "Roy, c-ome to me." Let them see how many can follow directions thus given.
2. Pronounce very slowly the names of objects found in the schoolroom, and ask pupils to find them.
3. Let the class go through the motions of making snowballs and, while doing so, have some such conversation as the following: "Let us pack them hard." "What is the first sound in 'pack'?" "With what do we 'pack'?" *Answer*, "Hands." "What is the first sound in 'hands'?" This suggests many similar exercises.

4. Pronounce a word slowly and ask pupils to give the first sound they hear in it.

5. Point to some familiar object and ask pupils to tell the first sound they hear when they speak its name. Example, "door," "bell."

6. Let the class discover the first sound in the name of each pupil.

7. Pronounce a word slowly, and ask pupils to give the last sound they hear in it.

8. Pronounce three words, two of which have the same initial letter, and ask pupils to tell which words begin with the same sound.

9. Give a sound, and ask pupils to give words beginning with that sound.

10. Play a word ball game as follows: Let some child stand in the farthest corner of the room. Then let the teacher throw him a ball (word) with her lips. Let him throw it back, taking care that it comes all the way (voice), and that it all comes, not just part of it (enunciation).

11. Ask pupils to tell which two out of three words sound alike: "Game," "fill," "tame"; "run," "cat," "sun"; tell them that the words that sound alike rime. Give them practice, thus, in recognizing riming words by ear.

12. Let them give words to rime with those the teacher gives.

METHOD FOR TEACHING THE SOUNDS OF SINGLE CONSONANTS

1. In presenting the consonants write on the board familiar words, a few of which have the same initial consonant; pronounce the words slowly, asking pupils to listen and to discover, by ear, without looking, which words begin with a certain sound; call attention to the

written form of the letter representing this sound; finally, let pupils point to all the words beginning with this letter and give the corresponding sound.

In this manner introduce all the consonants as pupils are ready to take them up. The previous ear and vocal training should make this an easy step.

Let teachers begin with a few consonants and have the number grow slowly but surely. They should not vary their devices for drill so frequently as to confuse pupils, but should have enough variety to make every exercise bright and interesting. They should see that the pure sound of each consonant is given, not allowing vowel sounds to contaminate. For example, "d," not "du."

2. Drills for impressing the consonants may be conducted as follows:

a. Exercises with cards:

Make daily use of tagboard cards cut 6" x 6"; letters written upon them by means of a rubber pen or the rubber end of a lead pencil. (Tagboard may be obtained at slight cost at any printing office.)

Employ the card exercises suggested for "Words as Wholes," p. 71. Nothing brings better results than card exercises when properly conducted. They should be employed daily.

b. Exercises from the blackboard:

Most of the blackboard devices given for "Words as Wholes" may easily be adapted for impressing the sounds. Other suggestions follow.

(1) Write the consonants on the board at random and have the class sound each as it is written. Then point to the different letters and have the class sound; or let the class underline or erase letters as the teacher sounds them; or let her erase letters and have the class sound.

(2) Write the consonants at the top of the board in the form of a border to be used in various quick drills. Let one child take the pointer, pass to the board, and sound the letters in order until he hesitates. Then call upon some one else to continue.

(3) Let the teacher pronounce a word distinctly and ask pupils to point to the letter that represents any sound they heard in it.

(4) Place a list of familiar words upon the board and ask pupils to find a word that begins with a certain sound which she gives; to find one that ends with a sound she gives; to point to words that contain letters they can sound.

(5) Place a list of several unfamiliar words on the board, no two beginning with the same letter. Let the teacher pronounce the words slowly and clearly, and ask pupils to try to find them, thus applying their knowledge of the sounds of initial letters.

(6) Write a letter on the board, telling pupils it is the first letter of some important word in the last reading lesson and ask them to try to think what it may be.

Pupils may be given six or eight weeks for learning the sounds of the consonants. After this they should begin to learn the family names.

METHOD FOR TEACHING THE TWO-LETTER, SHORT-VOWEL FAMILY NAMES

1. In presenting these names write on the board the word "Ben," for example, and ask pupils to give words that rime with it (as "men," "ten," "hen"). Ask them to listen as some one pronounces these words and try to discover, by ear, the part that sounds the same in each. If previous ear training has been thorough, pupils will

do this readily. Now, write these words under "Ben" and have pupils discover, by eye, the part that looks the same, and underline it in each word.

At this point, suggest the term family name for "en," and first name for each of the letters, "B," "m," "t," "h." Compare the words thus made with the names of children, as —

Nora Smith

Edna Smith

Henry Smith

Willie Smith

Here also the family name is the same, but the first name is different in each case.

In the same manner, gradually present the two-letter, short-vowel family names given in the outline on p. 91.

2. Drills for impressing the family names may be conducted as follows: After each family name is presented, place it on a card, also on the board, with the consonants and bring it into the drills as suggested above for consonants. Have pupils say "en" when the teacher holds up the corresponding card just as they sound "t" when she holds up that card. These family names should receive daily drill until made as familiar to pupils as are the consonant sounds. Constantly review consonant sounds while teaching the family names.

METHOD FOR TEACHING PUPILS TO BUILD AND PRONOUNCE WORDS

About the middle of the second month of school, after the sounds of the consonants are fairly familiar to pupils, and after a few of the family names have been taught, let pupils begin to build words.

1. Let the teacher write on the board some familiar family name, asking pupils to give it. Then let her quickly place before it some consonant and ask pupils to

pronounce the word thus built. In a similar manner build a dozen or more words daily after beginning this exercise.

2. Let the teacher hold up a card on which is written a familiar family name and have pupils give it. Let her quickly place before it another card on which is written a consonant and have pupils pronounce the word thus built. In a similar manner build a dozen or more words daily after beginning this exercise.

The foregoing exercises may be varied by writing a family name on the board and holding before it a card containing a consonant; or by holding up a card containing a family name and giving the consonant sound orally for pupils to combine with the family name and pronounce the word thus built.

3. Place five or six duplicates of some family name on the board, "ill," for example. Ask pupils how they can make "mill." Pupils answer, "By placing 'm' (giving the sound, not name, of letter) before 'ill.'" Ask how they can change it to "fill," and so on.

4. Place a family name on the board. Draw about ten lines radiating from this to the left. At the end of each line write a consonant. Point to those consonants that combine with this family name to make words and have pupils pronounce the words thus built. When all possible combinations have been made, write a second family name in the place of the first one and have pupils pronounce all possible new words.

Teachers should combine only those family names and consonants that make words belonging to the first-grade vocabulary. They should never ask children to pronounce combinations that do not make words; neither should they ask them to pronounce words which pupils do not understand.

**METHOD FOR TEACHING PUPILS TO ANALYZE THE THREE-
LETTER WORDS LISTED**

1. Let the teacher sound words written on the board, having pupils touch the family name in each as she gives it. For example, the teacher says, "at, cat." Let some pupil touch "at" as the teacher slowly gives this family name.

2. Let the teacher write words on the board and draw lines under the family names, first helping pupils to analyze and then asking them to sound words. They sound by saying, for example, "ag, bag," or "un, sun."

3. Let the teacher write a family name on the front board and another on the side board. Let her distribute among the pupils several word cards, part containing one and part the other of these family names. At a signal, let pupils having words containing the family name written on the front board, run up to the front; likewise, the others run to the side board. Before giving his card to the teacher and running to his seat, let each child hold it before the school, and sound the word on it. For example, let him say "op, top."

4. Sometimes when asking pupils to sound words during the early stages, let the teacher hold under the family name of each word a card on which is written a duplicate of the family name in the word. This is but another way of helping pupils analyze words.

5. Call about three pupils to the front, giving each a card on which is written a family name. Give word cards to pupils in the seats. At a signal from the teacher, let one of the pupils at the front give the family name on his card, and let all pupils who have words containing this family name run up and surround him. Before taking his seat, have each child sound his word. Repeat the signal for the other two in front.

6. Write promiscuously upon the board, words representing different family names. Give pupils *much* practice in telling those family names they know. For example, "I know 'og' in 'dog.'" "I know 'in' in 'tin.'" "

7. Give pupils *much* drill in underlining and telling family names in words written on the board and then in pronouncing the words.

The sooner pupils reach the stage in which they can go through this exercise correctly and quickly, the better.

THIRD AND FOURTH QUARTERS

OUTLINE AND METHOD COMBINED

The material here given is divided into four groups. To each of these groups every first-grade teacher should devote five minutes daily. Pupils gain phonic power by means of quick, animated drills of an extensive nature more rapidly than by more intensive and seemingly more thoroughgoing exercises. Teachers who cannot devote twenty minutes daily to phonics should devote at least ten, covering in two days the work here suggested for one day.

GROUP I

Teach the following phonic elements as memory facts:

Family names: ack, eck, ick, ock, uck; ang, ing, ong, ung; ank, ink, unk; all, ell, ill; ar, er, ir, or, ur.

Vowel equivalents and diphthongs: ay, ai, ee, oa, ea (long and short), oo (long and short), oi, oy, ou, ow.

Double consonants: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sk, sl, sm, sn, sp, st, tr, sh, ch, wh, and th (hard and soft).

Introduce these phonic elements while helping pupils

analyze familiar words containing them. For example, introduce "th" and "ir" by helping pupils find the first name and the small family name in the known word "third."

The family names given in the phonic outline for the first and second grades should be included with the material for this group. They should be reviewed just often enough to keep pupils thoroughly familiar with them.

Place the phonic elements indicated above on the blackboard, also on cardboard cut 6" x 6" (one on each square), and drill upon them as follows:

1. In the beginning point to each phonic element on the board, or hold up one card after another, and give the appropriate sound or pronunciation, having pupils look and listen. In this manner cover the material of Group I three or four times daily during the five minutes allotted to this work.

2. Later, sound or pronounce each phonic element of the list, having pupils repeat each immediately afterward.

3. Still later, devote five minutes to concert recitation by pupils. Continue this until the class has power to recite the whole list in any order.

4. Begin the individual work as soon as possible, sometimes calling upon a different pupil for each sound or pronunciation, and sometimes allowing one to recite until he makes a mistake, when another should be given a like trial.

After every individual in the class has become able to give all of these memory facts in blackboard and card drills, two minutes daily is sufficient to keep up review of this group. The other three minutes should then be given to Group IV.

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GROUP II

Build family names and words from familiar phonic elements.

Let the teacher write "en" upon the board, having pupils pronounce, and then add "t," evolving "ent," and have pupils pronounce; let her add "t" to "oa," evolving "oat" for pupils to pronounce, then place "c" before "oat," evolving "coat" for pupils to pronounce.

Five minutes daily should be devoted to this class of work until pupils have mastered the words listed below for Group II. After that, let teachers give two minutes daily to this group and the remaining three minutes to Group IV.

1. According to the method suggested above, help pupils build words from vowel equivalents and diphthongs listed in Group I as follows:

From "ay"—day, hay, lay, may, pay, say, way, dray, play, pray, stay.

From "ai"—aid, paid, laid, maid, afraid, braid; ail, fail, hail, mail, nail, pail, rail, sail, tail; ain, gain, pain, rain, brain, stain, plain, grain, chain, dainty; aise, raise; ait, wait; aint, paint.

From "ee"—bee, see, wee, free, tree, three; eed, feed, need, seed, weed; eek, peek, cheek; eel, feel, heel, peel; eem, seem; een, seen, queen; eep, deep, keep, peep, weep, sheep, steep, sleep, sweep; eer, queer; eet, beet, feet, sleet, sheet, sweet; eeth, teeth.

From "oa"—oad, load, road, toad; oaf, loaf; oam, loam; oan, loan, moan; oap, soap; oar, roar; oard, board; oat, boat, goat, float.

From "ea" long—tea; each, reach, teach; ead, bead, read; eaf, leaf; eak, leak, weak, speak, squeak; eam, cream, stream; ean, clean, mean; eap, leap, reap, cheap;

ear, dear, hear, near, tear, year; ease, please, tease; eat, beat, heat, meat, neat, seat; eave, leave, weave.

From "ea" short—ead, head, bread, tread, thread, spread, ready; eant, meant; eath, feathers.

From "oo" short—ood, good, hood, wood, stood; ook, book, cook, look, took, brook, shook.

From "oo" long—too; ood, food; ool, cool, school; oom, room, broom; oon, moon, noon, soon, spoon; oop, hoop, droop, stoop; oose, goose; oot, hoot; oor, poor.

From "oi"—oice, voice; oil, boil, soil, spoil; oist, moist; oint, point, joint; oise, noise.

From "oy"—boy, joy, Roy, toy.

From "ou"—oud, loud, proud, cloud; ounce, pounce; ound, found, round, sound, ground; ount, count; our, flour; ouse, house, mouse; out, shout, stout, trout, about, sprout; outh, mouth.

From "ow" having sound of "ou"—bow, cow, how, now, brow, crowd, owl, growl, brown, down, plow, town.

From "ow" having sound of long "o"—bow, low, mow, row, sow, blow, grow, flow, know, slow, show, snow, bowl, own.

Introduce variety in order of family names as soon as possible. Example, "coat," "rain," "seed,"— rather than "seed," "need," "feed."

2. Review the two-letter short-vowel family names by adding "s" to each. Example, place "ip" on the board, having pupil pronounce, then add "s," evolving "ips" for them to pronounce.

3. Help pupils build words from the family names in Group I as follows:

back, Jack, pack, rack, sack, tack, black, crack, stack; neck, peck, check, speck; pick, sick, tick, wick, brick, stick, quick, pickles; lock, rock, shock, flock, pocket; duck, luck.

bang, hang, rang, sang, sprang; king, ring, sing, bring, sting, swing, spring; long, song, strong; hung, rung, sung, stung, strung.

bank, sank, tank, drank, thank; pink, sink, wink, drink, think; trunk.

all, ball, call, fall, hall, tall, wall, small; bell, fell, sell, tell, well, spell, smell, swell, shell; bill, fill, hill, kill, pill, still, chill.

car, far, jar, star, scar, March, card, hard, lard, garden, large, dark, mark, park, arm, harm, sharp, cart, part, tart, start, party, marbles, parlor.

her, fern, serve; bird, third, girl, whirl, first, dirt, birthday; for, fork, form, corn, north, short; fur, pur, curl, burn, turn, churn, hurt, burst, hurry, turkey.

Introduce variety in order of family names as soon as possible.

In addition to words listed above, teachers should help pupils build such other phonetic words as occur in book or board reading lessons. Example, "el," "elp," "help"; "il," "ilk," "silk"; "un," "unch," "lunch."

GROUP III

Develop a knowledge of and teach the short and long vowels.

1. Write on the board pairs of familiar words like—am, came; fed, feed; him, time; it, white; from, home; cut, cute. Let pupils underline the family names in each pair and pronounce. Then let them give the sound of the first letter of each family name, thus bringing out the long and the short sounds of the vowels. Tell pupils the names of the sounds as given. Example, "You have just given the long sound of 'i.' " Continue this until the sounds and their names are clearly distinguished.

2. Give pupils drill in reciting the long and short

sounds of vowels as the teacher points to the unmarked letters written on the board, or holds up cards containing them. Example, "Give the short sound of each letter to which I point; the long sound."

3. Give vowel sounds and have pupils name them. For example, have a pupil say, "You gave the short sound of 'o.'"

4. Pronounce words containing short vowels, also words containing long vowels, and have pupils tell what vowel sound they *hear* in each.

5. Have pupils compare "am" and "ame," "im" and "ime," "om" and "ome," and tell the difference. Final "e" may be called a fairy that can change "am" to "ame."

6. Give regular drills on the long family names listed below, together with short family names previously taught. Use the card and blackboard devices suggested for first and second quarters. Do not make final "e" a matter of discussion but, rather, one of drill. Have pupils say "am" and "ame," as they drill upon these unmarked family names, as if each were only a simple sound.

Continue drill until pupils can recognize instantly, in any order, and pronounce the long family names given below:

abe, ace, ade, afe, age, ake, ale, ame, ane, ange, ase, aste, ate, ave; eed, eef, eek, eel, eem, een, eep, eet, eer; ice, ide, ife, ike, ile, ime, ine, ipe, ire, ite, ive, ize; oke, ole, ome, one, ope, ore, ose, ote, ove; ube, une, ure, use, ute; ew.

GROUP IV

Have pupils analyze words phonetically and pronounce them.

All of the exercises in Groups I, II, and III are to the end that pupils may gain power for the work of Group IV.

Let the exercises be so spirited that much ground may be covered daily in the five minutes devoted to this work.

1. Write words promiscuously on the board and ask pupils to pronounce the family names they know. For example, a pupil says, "I know 'et' in 'pet.'" Another says, "I know 'eep' in 'sheep.'" "

2. Place on the board monosyllables containing the phonic elements suggested in Groups I and III and give pupils *much* practice in underlining family names quickly and then sounding words. For example, in sounding the word "coat" have pupils underline "oat" and pronounce it, then, without sounding "c" separately, pronounce the whole word.

3. During the last quarter of the year, sooner if pupils have power, lead them to pronounce words without first sounding aloud by directing them as follows:

a. "Look at the family name in this word and *think* it; the first name and *think* it; *think* the whole word; now *pronounce* it."

Tell the pupils this is the way to *study* words. Later, when they have gained power thus to study, direct them as follows:

b. "*Study* this word; *pronounce* it."

Until pupils have power thus silently to analyze and pronounce most phonetic words common to first-grade vocabularies, they have not gained the goal of first-grade phonic work.

According to methods suggested above, have pupils phonetically analyze words belonging to the following groups:

1. Monosyllables containing two-letter family names having short vowels. Example, "ran," "top."

2. Monosyllables containing the family names, vowel equivalents, diphthongs, and double consonants given in Group I.

3. Monosyllables containing final "e."

4. Words easily deciphered by pupils through application of phonic power, such as the following:

answered	dasher	pumpkin
began	dinner	Saturday
begin	doctor	scamper
better	dollar	sister
bitten	ever	slipper
bottom	finish	standing
bulbs	kittens	under
bump	lesson	velvet
butter	lumber	visit
candle	manners	wagon
crept	mitten	whiskers
cunning	nodding	whispered
daffodil	powder	winter

APPLICATION OF PHONICS TO READING

Devices to be used during the phonic period preceding any reading lesson:

1. Select from the book and place on the board words which contain familiar family names, underlining family names, then have pupils sound and pronounce words.

2. Place on the board the familiar family names found in the words of the lesson, and have the pupils find the words in the book containing each and pronounce them.

3. Have pupils look at the book and tell the family names they recognize, then sound the words containing them.

4. Have pupils find all possible family names that

have "a" for the vowel, and then sound the words containing them; also "e," "i," "o," and "u."

5. Have pupils find and pronounce the small family names in words. Example, "ar" in "park"; "es" in "best"; "il" in "milk."

6. Have pupils find all possible long family names in a lesson and describe their location. Example, "I find 'ake' in the *third* word of the *second* sentence."

7. After pupils learn to distinguish between long and short vowels, help them decipher irregular words by telling them the name of the vowel sound. Example, "The vowel sound in that word is that of short 'u.'" Pupils sound "touch."

8. Usually have pupils sound only the accented syllables in words of more than one syllable. This, together with the context, will give them a clew to the pronunciation of most dissyllables used in First Readers.

Phonic work appropriate to a reading lesson:

The quick sounding of words is the only phase of phonics that should ever enter the reading recitation. All *drill* upon unfamiliar phonic elements should be relegated to phonic periods. Pupils can, however, decipher quickly many of the words of a reading lesson with slight helps from the teacher, such as:

1. "Give the family name in that word; the first name; now sound the word.

2. "What is the part of the word you do not know?"

3. "The small family name in that word is 'ur'; build the larger family name." The child builds "urt" and sounds the word "hurt."

4. "You know this word." (Writes "good.") "What is this word?" (Substitutes "h" for "g.") The child pronounces "hood."

5. "The 'a' in that word is long. What is the family name; the word?"

When pupils encounter unfamiliar words containing "ea" have them decide in each case whether the "e" is short or long by the meaning of the sentence in which it is found. Do the same with "ow" and "oo" words.

As pupils encounter words in which "c" has the sound of "s," or "g" the sound of "j," or "s" the sound of "z," call attention to these consonant equivalents whenever necessary and have the pupils sound the words.

A CLOSING WORD FOR PHONICS

We have endeavored to impress the fact that all phonic drill is to the end that pupils may acquire a key to pronunciation for use in reading. Let teachers be quick, therefore, to utilize opportunities for the application of phonic power to reading lessons without interrupting the thought.

If directions have been followed carefully, pupils will be able at this stage to pronounce most phonetic monosyllables common to ordinary first readers.

III. SPELLING

Suggestions for the earliest steps in spelling or for words considered as to the sequence of letters composing them.

VISUALIZATION

Visualization should be employed from the beginning. In this, the teacher should write a word upon the blackboard in large, easy handwriting; should assist pupils in concentrating their attention upon its form; should then erase and have pupils reproduce the word in a large, easy hand. During the first three quarters of the year

the reproduction should be entirely upon the blackboard, but during the last quarter upon paper as well. When paper is used for this purpose pupils should write with soft broad pencils. In either case, the writing should be large and free. Not more than one word should be attempted at first. Gradually, pupils will grow in power until they can reproduce several words during an exercise. Not more than two or three minutes should be given to visualization at first, but this may gradually be increased to ten minutes.

Let teachers see to it that pupils form letters correctly, not starting at the wrong point nor moving the hand in the wrong direction.

ORAL SPELLING

There should be no oral spelling in the first grade until the last quarter, and only a very little of it then. Its purpose here is merely to fix the names of letters in the minds of pupils and to serve as a slight preparation for the regular spelling exercises of the second grade.

1. Let pupils pronounce the words of the regular word-study exercises, then name their letters in order as they look at them.

2. Let pupils visualize words; then, with closed eyes, name their letters. If they cannot remember them, let them look again.

3. Let the teacher spell words and the pupils write them.

4. Let pupils spell some of the easy phonic families; examples, "at," "ed," "in," "og," "up," "ack," "ink," "ong."

5. Let pupils build and spell words from phonic families. For example, let the teacher point to "at." Let pupils

think of words that belong to this family and spell them, as r-a-t, c-a-t, m-a-t.

A CLOSING WORD

Let the following observations serve as a closing word for this chapter:

By comparing the word-study devices for the beginning of the first quarter, it will be discovered that much progress is suggested during the course of the year.

While the material suggested above is very important, and thoroughly to be mastered, the most distinctive feature of this chapter is found in the fact that it is intended ever to be kept secondary to the end for which it exists—the unlocking of the *thought* of the printed page.

MESSAGE FOUR

SEAT WORK AS RELATED TO READING AND WORD STUDY

INTRODUCTION

IT IS essential to the success of all first-grade work that pupils be provided with profitable occupation for seat periods. It is especially essential to success in reading that they be provided regularly with related seat work made constantly more difficult as they grow in power.

Beginning first-grade classes may represent any one of the following types: immature pupils; average pupils; mature pupils. Each teacher is, therefore, under the necessity of providing her class with seat work in accordance with the type to which they belong.

EDUCATIONAL FEATURES TWOFOLD

The educational features of seat work are twofold; those relating to the manipulation of materials, and those of a more strictly mental type.

MANIPULATION OF MATERIALS

The manipulation of materials always claims first attention. During the first quarter it is necessary for the teacher to take five minutes of every seat period teaching pupils how to go about the work, and giving them power to pursue future exercises independently. During the entire year, when giving pupils a new form of seat work, it is necessary for the teacher to spend a period teaching them how to do it.

MENTAL FEATURES

The "mental" features of seat work, as distinguished from the "muscular," are often overlooked. In cases where this is true, exercises represent nothing more than "busy work," and are unworthy of skillful teachers.

SEAT WORK MUST REPRESENT PROGRESS

Seat work must represent progress. The devices used each week should be a trifle more difficult than those of the preceding week, and should be kept up to date, thus paralleling subjects taught.

CAREFUL ASSIGNMENTS

Careful assignments of seat work should be made. Teachers should see to it that pupils not only know what they are to do, but that they grasp the point of each exercise before undertaking it. For example, when a list of words is involved, let the teacher call upon the class to pronounce it before setting them to work.

INSPECTION OF FINISHED WORK

All seat work should be inspected when finished. The first few exercises with a new device require more careful inspection than do later ones. Teachers should keep in mind the particular point in each exercise that is most difficult for pupils, and should be able to tell at a glance if the class, as a whole, has accomplished it. Allowing an extra moment for the work of slow pupils, the ordinary inspection need not cover more than two or three minutes. In most classes there are a few quick pupils who can quietly assist the slow ones after completing

HOMEMADE HEKTOGRAPHS

Formula No. 1: 5 oz. Knox's gelatine; 1 qt. glycerine.

Soak gelatine in one quart of water over night. Next morning add glycerine and place in a double boiler. After it begins to boil, let it continue from five to seven minutes. Then pour into two shallow cake tins, each having a surface about 10" x 12," being careful to avoid bubbles. Set away to cool, removing with a knife any bubbles that may appear. Do not use for forty-eight hours. If in good condition, it will be spongy to the touch by the end of this time. If it is soft and sticky instead, pour it back into the double boiler and cook a little longer.

Formula No. 2: 6 oz. white glue; 7 oz. water; 14 oz. glycerine; 4 or 5 drops carbolic acid.¹

Soak the glue in water an hour. Add the glycerine and boil in a double boiler twenty minutes, stirring frequently. Pour into a shallow cake tin as directed in Formula No. 1.

A good hektograph ink may be made by dissolving one dram of purple aniline in one ounce of water. It is quite as well, however, to purchase hektograph ink from a dealer.

If the hektograph is to be used often, it is a saving to own two; in which case it is necessary only to rinse off the lint with lukewarm water after using, letting it stand two or three days, or until the ink has settled, before using again. Washing with warmer water wastes the filling and, unless much care is exercised, makes the surface rough.

If for any reason the hektograph should become rough, it may be melted by placing it upon a warm radiator or stove; then set it away to cool on some level surface.

¹ Double these quantities if two hektographs are desired.

HOW TO USE THE HEKTOGRAPH

Place the hektograph in a warm room several hours before using it, so that it will take on the temperature of the room.

In cold weather, better results may be secured if a cloth wrung from hot water is laid for a moment upon the surface of the hektograph, which should then be dried thoroughly before the pattern is applied.

The method of using the hektograph is here indicated by means of specific directions for making a set of envelopes containing material necessary for the second device under "matching identical words" suggested on p. 118 of this chapter.

Take as many envelopes as are needed to supply the largest class of a room. Slip into each a tagboard card, slightly smaller than the envelope, on which is written a list of words. Write the following label on the outside of each envelope: "Matching identical words — Device b."

Mark all the envelopes with the same number, but each with a different letter. Put into them material made according to the following directions:

Take a sheet of smooth hard-finish paper (hektograph paper) a trifle smaller than the surface of the hektograph and fold it into oblongs about three quarters of an inch wide and two inches long. Then unfold and with hektograph ink, using a coarse pen, carefully draw free-hand lines along each crease made by folding. Next, write in the oblongs with hektograph ink duplicates of the words on the cards placed in envelopes. Let the ink dry at least fifteen minutes; over night is better. An indelible pencil may be substituted for hektograph ink.

Impress the copy by applying it, face downward, to

the hektograph, smoothing carefully with a warm hand three to five minutes before removing.

Next, print the copies by applying to the surface of the hektograph thin tagboard of proper size. An eraser covered with a soft white cloth is a convenient means of applying the tagboard, one or two sweeps of the eraser doing the work. If the copies grow dim before enough have been taken off, touch the surface of the hektograph with a damp sponge, being careful not to blur the copy. After the required number is thus printed, let the teacher (or pupils) cut along the lines separating the words, in this way making small word cards.

In rural schools where teachers have less than five pupils in the beginning class it is better for them to have tagboard cut at the printing office into oblongs 1" x 2" and to have the upper-grade pupils write the words on these oblongs. The hektograph is scarcely a saving of time where classes are less than five in number.

Place the small word cards made from each sheet in an envelope and take them all to some upper-grade class, requesting them to label the small word cards contained in each in accordance with the number and letter on the outside. By this means a pupil can readily recognize his own material if he chances to drop it and can return to the teacher's desk any not belonging to him, making it easy for her to keep work properly segregated.

Many primary teachers organize "helping clubs" with pupils of the upper grades, obtaining much assistance for themselves and affording pleasure to the pupils. In rural schools the older pupils may constitute the "helping clubs."

Before putting a rubber band around the set of envelopes thus made ready for use, let the teacher see that the small cards are nearest the front of each envelope and

the large card nearest the back. Let her then tuck the flap of the envelope between the large card and the back, thus keeping the small cards from falling out.

The method just described for preparing the contents of this special set of envelopes is suggestive of that for the preparation of all envelope devices requiring hektographed material. Each envelope containing small cards should also contain a large card. Whenever a copy is needed as a guide for pupils in the work it should be hektographed on this card, but with exercises where one is not needed, the large card is necessary to keep the small cards from falling out of the envelope.

In case teachers prefer to hektograph guide material on the outside of envelopes instead of placing it on the large cards inside, they can easily do so. Cards have the advantage, however, of keeping surfaces more nearly flat and of remaining unsoiled for a longer time.

Many teachers prefer large tagboard envelopes to the smaller and cheaper ones. These may always be obtained at a reasonable price.

RECEPTACLES FOR SEAT-WORK MATERIAL

Some teachers prefer small tagboard trays, or paper plates, or wooden butter plaques in place of envelopes during the first few weeks, or until pupils have learned to handle material with some degree of care and can be trusted to manipulate the flaps of envelopes as suggested above without tearing them.

Some teachers prefer the small boxes obtained at drug stores; others, the very small tagboard ice-cream pails obtained at ice-cream stands.

Another very convenient receptacle for seat work may be made as follows: Take a piece of tagboard 9" x 11".

Fold one of the 9-inch edges slightly past the center of the sheet and crease. Fold the other 9-inch edge so as to lap slightly over the first edge, making an envelope 5" x 9". Paste these edges together. Next, close one end by folding back half an inch and hemming it down on the machine. This gives an envelope 5" x 8½" open at the top. A set of such envelopes may easily be stood up in a box when not in use.

The author's part in the preparation of the following devices is largely a matter of selection and organization. She acknowledges help from teachers' books and magazines, and also from many primary teachers of the Seattle public schools, who have assisted in selecting and adapting the best devices from the many tested and in rejecting the others.

FIRST AND SECOND QUARTERS

I. WORDS AS WHOLE

1. Have pupils outline words.

With a heavy pencil write words on paper, making one space letters about two inches high. Give a word and some lentils to each child, asking him to outline the word. Seeds may be used for the same purpose.

2. Have pupils match identical words.

a. Give pupils envelopes containing small cards representing several duplicates of each of a number of words. Let them segregate these into as many groups as there are words, placing all that are alike in one group.

b. Give pupils envelopes containing large tagboard cards on which are hektographed lists of words, and small cards (one word on each) representing duplicates of

the lists. Let them place the small cards on their desks to correspond with the order of words on the large card.

Vary this exercise by having pupils place words to correspond with the order of those written on the board.

c. Make hektograph copies of large sheets ruled into oblongs 1" x 2", writing words in every other row of oblongs. Give to each pupil one of these copies, together with an envelope containing duplicate words on cards 1" x 2", and have him build into the vacant oblongs the same words as are written just above them on the sheet. Give pupils several copies of each word to build one upon another.

3. Have pupils match names and pictures.

Give pupils envelopes containing small cards on which names are written and small outline pictures printed off on the hektograph or cut from magazines and pasted on cards. The pictures may be left in one large sheet with room enough below each for the corresponding word, or each picture may be cut out by itself, in which case it may be placed in the envelope. Let pupils match pictures and words.

Teachers should have no difficulty in finding suitable pictures to serve as copies in hektographing material for this device. They may be found in the backs of magazines of all descriptions, including teachers' journals, in the catalogues of publishing houses, and in sets prepared for this purpose and sold by publishing companies.

4. Have pupils match colors, forms, numbers, and words.

a. Make sets of envelopes containing several pieces of paper representing each of the six colors, and word cards representing the names of these colors. Let pupils match.

b. Make sets of envelopes each containing several squares, oblongs, triangles, and circles, together with word cards representing these forms. Let pupils match.

c. Make sets of envelopes containing colored forms, together with word cards representing descriptive phrases. For example, "a red circle," "a blue square." Let pupils match.

d. Make hektograph copies of large sheets ruled into two-inch squares containing the names of forms. Give each pupil a copy, together with a supply of colored wooden lentils, having him place these in the squares according to the name of the form written in each. For example, "circle," "square."

e. Make copies the same as for "*d*," writing in squares words representing color instead of form. Let pupils place in these squares any form or number of lentils so long as they get the correct color.

f. Make copies the same as for "*d*," writing in squares words suggesting number instead of form. For example, "one," "five," "ten." (Do not let the numbers go above ten.) Have pupils place in squares the right number of lentils.

g. Make copies the same as for "*d*," calling for color and form. For example, "red circles," "blue squares."

h. Make copies the same as for "*d*," calling for number and form. Example, "five squares," "seven circles."

i. Make copies the same as for "*d*," calling for number and color. Example, "one red," "three green."

j. Make copies the same as for "*d*," calling for number, color, and form. Example, "three blue squares."

k. Make copies the same as for "*d*," writing a different suggestion in each square so as to give review of "*d*," "*e*," "*f*," "*g*," "*h*," "*i*," and "*j*," all in one exercise.

5. Have pupils make cuttings and drawings representing words.

Give each pupil a card on which is hektographed ten or twelve names of common objects. Let him draw a picture or make a cutting illustrating each word. Later, let him draw or cut from lists on the board.

6. Have pupils illustrate phrases with colored crayons.

Write on the board phrases from reading lessons, such as "a green leaf," "a yellow pear," "a red apple." Let pupils illustrate them.

II. SENTENCES¹

1. Have pupils match identical hektographed sentences.

In order to adapt this suggestion to this stage let teachers give a number of sentences almost but not quite alike.

2. Have pupils place separate sentences on desks to correspond with the order on a card or on the board. See suggestion under "Words as Wholes," p. 118.

Later, cut half the sentences into separate words and have pupils rebuild to match copies.

3. Have pupils place hektographed sentences giving color and form under the colored forms.

Employ variety of sentences. Example, "This is a green square," "I have," "Here is," "Do you see?"

Later, cut up the sentences and let pupils rebuild them.

4. Have pupils paste on paper, from board copy, sentences which have been cut into words. Let pupils take these sentences home and read them to parents.

¹From this point on it is well, in preparing hektograph copies for seat work, to underline family names which have been made familiar by previous phonic exercises.

5. Have pupils place under a picture one or two descriptive sentences written on cards.

Several pictures with corresponding sentences may be given to one pupil as one exercise.

III. PHONICS

1. Have pupils match identical script letters.
2. Have pupils group words according to initial letters:
 - a. Placing in squares, oblongs, or circles which are hektographed on large sheets and marked with letters, words of the same initial letter written on small cards.

a <div>and</div>	c <div>cat</div>
b <div>boy</div>	d <div>dog</div>

- b. Placing groups of words on desks in the same order, with reference to initial letters, as letters placed on cards.
 - c. Placing words in groups according to their initial letters.
3. Have pupils segregate identical two-letter short-vowel family names into groups. Make this exercise constantly more difficult by increasing the number of family names.
4. Have pupils place words on desks under family names to which they belong.

First, give them long strips of paper on each of which are written, in a horizontal line, family names corresponding to those in words to be placed under them.

ap	un
cap	sun
sap	run
tap	fun

Later, substitute for the strips the family names written on separate cards the same size as the word cards. Have pupils find these, place them at the top of desks, and then place corresponding words under them.

The above suggestions are for script. The whole series may be adapted so as to match script with print, or print with print.

IV. READING

1. Have pupils review board lessons.

Let the teacher copy on the back of a large tagboard envelope each interesting blackboard lesson that seems suitable for future seat reading. Let her place inside the envelope a copy of the lesson cut into sentences. When she has as many different lessons as she has pupils in her largest class, she has a "set" and can begin the use of it. This set will serve for as many seat periods as it contains lessons, because each child has a copy of only one lesson at a period.

Let each pupil first try to read the lesson on his envelope and then place the sentences contained inside in proper order to correspond with that on the outside. Later, cut the sentences in two. Still later, cut them into separate words.

Tagboard cards for copies of the lessons and small envelopes for sentences and words to duplicate them may be used in place of large envelopes.

The same idea may be carried out by means of duplicate copies of discarded primers.

2. Have pupils read easy new lessons.

Let the teacher compose, or copy from primers not used in her school, a "set" of very simple but interesting lessons on familiar subjects, using pictures frequently instead of words, and, if possible, illustrating each lesson prettily in water colors. Let her remember to underline familiar phonic family names, thus making the reading easier for pupils.

The independent reading of these lessons during the second quarter serves as a stepping-stone to the reading of primers suggested as a form of seat work during the third and fourth quarters. At the close of this exercise let one or two pupils read their lessons to the class. This suggestion may prove too difficult for certain classes during the second quarter. In such cases it should be taken up later in the year.

V. DICTATION FOR PUPILS WRITTEN ON BLACKBOARD OR ON INDIVIDUAL CARDS

Several weeks before using any kind of seat work that calls for a knowledge of the forms of animals or of natural objects, let teachers put before pupils model cuttings, and put on the board large mass drawings from which pupils may make free-hand cuttings.

1. Have pupils do free-hand paper cutting:

Employ the simplest forms of leaves, fruits, vegetables, and trees during September, October, and part of November; the turkey and the duck during the latter part of November; the reindeer and the camel during December; the rabbit, the bear, the seal, and the Eskimo during January.

Examples:

- a. Cut an apple leaf.
Cut an orange.
Cut a pear.
Cut a beet.
- b. Cut an apple tree.
Cut a poplar tree.
- b. Cut a rabbit.
Cut a bear.
Cut a seal.

2. Have pupils do stick laying.

Examples:

- a. Make a square.
Make an oblong.
Make a triangle.
- b. Make two squares.
Make one oblong.
Make three triangles.
- c. Make 2 squares.
Make 1 oblong.
Make 3 triangles.
- d. Make a red square.
Make a yellow triangle.
Make a blue oblong.

- e.* Make two red squares.
Make one green oblong.
Make four yellow squares.
- f.* Make 2 red oblongs.
Make 1 green square.
Make 4 yellow triangles.
- g.* Make a yellow chair.
Make a blue triangle.
Make an orange ladder.
- h.* Make a house.
Make a fence.
Make some trees.

3. Have pupils draw.

Examples:

- a.* (with colored crayon)
Make two green squares.
Make three red circles.
Make four blue oblongs.
- b.* (with large soft pencil)
Draw a robin.
Draw three robins.
- c.* Draw a bare tree.
Draw a fir tree.

Suggestions for alphabet cards and those for written exercises are purposely omitted from the work of the first two quarters.

THIRD AND FOURTH QUARTERS

Teachers desiring more devices for first and second quarters than those suggested on pp. 118-126, can easily adapt them from the following suggestions

Sequence of work is indicated only in a very general way for the third and fourth quarters. Teachers are left to select and adapt according to their daily needs.

I. WORDS AS WHOLE

1. Have pupils continue any work of the first two quarters which is not outgrown.

2. Have pupils place days of the week (written on separate cards) in proper sequence on desks; at first from copy, later with copy turned face downward.

Let pupils compare their lists, after completing them, with the copy. Give each pupil several duplicate sets of the days of the week.

3. Have pupils place months of the year in proper sequence, at first with copy, later with copy turned face downward.

When completed, let pupils compare their lists with copy. Give each pupil several duplicate sets of the months of the year.

4. Have pupils match words representing the names of numbers with the corresponding figures.

At first to ten, later to twenty. In the beginning the figures may be placed upon one large card and pupils instructed to place small cards containing corresponding words opposite them, or vice versa. Later, a separate small card should be given for each word and one for each figure.

5. Have pupils make and use word-books as follows: Take seven sheets of white unprinted newspaper 9" x 12". Fold each down the center, making a booklet of four pages 6" x 9". With an ordinary pin, fasten the seven sheets together, making a booklet of twenty-six pages, exclusive of the first and last, which serve as cover. In the upper corners of the pages of this booklet write the letters of the alphabet, or have upper-grade pupils write them, in proper sequence.

From an envelope containing words from past reading

lessons hektographed on white unprinted newspaper, let pupils select those beginning with the letter "a" and paste neatly on page "a." Paste those beginning with "b" on page "b," continuing thus throughout the book.

Let the teacher add new words from reading lessons every few days to the envelope used for this purpose.

About once a week let pupils take these word books home to show to parents. Encourage weak pupils to ask for home help in drilling upon words in the books.

6. Have pupils underline familiar words on pages cut from old magazines.

7. Have pupils match pictures and appropriate descriptive adjectives.

Example: Pretty, green, large, small, round, good, funny.

8. Have pupils place words on small word cards opposite those of similar meaning written on the large card in the envelope.

For example:

happy	glad
large	big

Vary this exercise by placing words of opposite meaning.

For example:

high	low
sweet	sour

II. SENTENCES

1. Have pupils find in envelopes and combine parts of sentences that review thoughts brought out in past reading. (Not necessarily given in the exact form in which they appeared in reading.)

For example:

Baby Bob has	a little ball.
Ben has	a big ball.
The clouds	are white.
Ben made	a bed for kitty.

2. Have pupils arrange sentences from envelopes in proper sequence.

For this purpose it is necessary that teachers select or adapt such sentences as represent decided sequence.

a. Placing the sentences of a simple story, read previously as a reading lesson.

Let pupils first work with whole sentences; next with sentences cut in two; and later, with sentences cut into separate words.

Example:

A black crow sat in a tree.

He had a piece of cheese in his mouth.

A cunning old fox came along.

He saw the black crow.

He wanted the cheese.

"You are a beautiful bird," said the fox.

"You must have a beautiful voice.

"Please sing a song for me."

The crow was pleased to hear this.

"Caw," said the crow.

Down fell the cheese.

Away went the fox with it.

b. Placing sentences from past reading lessons which review their own experiences in order of occurrence. Later, cut sentences in two; then cut them into words.

Example:

We took a walk.

We looked for leaves.

We found some pretty ones.

We brought them to school.

c. Placing sentences from past nature lessons according to nature's development. Later, cut in two; still later, cut into words.

Example:

I was once a caterpillar.

I spun a cocoon.

I went to sleep in it.

I slept a long, long time.

I had wings when I awoke.

I spread my wings out wide.

Now I shall fly away.

Good-by, little children.

d. Placing sentences from review dialogue lessons in proper order.

3. Have pupils select from envelopes sentences descriptive of the day and place on desks. Later, after sentences have been cut into words or phrases, let pupils select these and build sentences exactly descriptive of the day; at first from copy, later without one.

Example:

To-day is Friday. To-day is Monday, etc.

This month is January. This month is May.

The year is 1913.

It is a cold day. It is not a cold day.

Snow is on the ground. There is no snow.
The wind is cold. The wind is not cold.
It is snowing. It is not snowing.
The wind is blowing. The wind is not blowing.
It rained last night. It did not rain last night.
This is a foggy morning. This is not a foggy morning.
The air is warm. The air is cold.
This is a sunny day. This is a cloudy day.
It is raining. It is not raining.
The sky is blue. The sky is gray.
The sun is shining. The sun is not shining.
There was dew on the grass this morning. There
was no dew on the grass this morning.
There was frost on the grass this morning. There
was no frost last night.
We cannot see the sun. We can see the sun.
A cloud is in the sky. There is no cloud in the sky.
There is not a cloud in the sky. There are clouds
in the sky.
The days are growing shorter. The days are growing
longer.
The clouds are white. The clouds are not white.
I think it will rain to-day. I think it will not rain
to-day.
The wind is from the east (or west or north or south).

4. Have pupils find appropriate words in envelopes and fill blank spaces left in sentences contained in the same envelopes.

5. Have pupils build sentences from words telling of activities for different days of the week.

Examples:

- a. We go to school on Monday.
We stay at home on Saturday.

b. Monday is a school day.

Saturday is not a school day.

c. Monday is wash day.

Tuesday is ironing day.

Let the teacher have questions on the board or on cards for pupils to answer in all exercises, employing this device as well as in those employing the next one.

6. Have pupils build sentences descriptive of themselves.

Example:

My name is Roy Brown.

I am six years old.

I live on Maple Street.

I go to the Maple School.

Miss Gray is my teacher.

7. Have pupils build sentences of their own from words representing the vocabulary of a certain subject familiar to them.

Let the teacher include among the words a number of articles, verbs, pronouns, and prepositions.

III. ALPHABET CARDS

No form of seat work is more misused than this. Let the teacher always have a definite purpose in view when employing it. Let the work increase in difficulty as pupils develop. Do not repeat the same devices week after week.

1. Have pupils match script and print letters on small alphabet cards.

2. Have pupils place print letters corresponding to script letters in two-inch squares hektographed on large sheets.

3. Have pupils build print words from script copies.
4. Have pupils reproduce known words found in their readers beginning with certain letters.

5. Have pupils build appropriate words to fill blank spaces left in sentences contained in envelopes.

During this exercise let the teacher have on the board a list of words among which is one suitable to fill the blank. Have pupils look and decide which it is before building, and then in building copy this word.

6. Have pupils reproduce all the words that represent names from a list written on the board.

7. Have pupils answer each of a series of questions written on the board by building one word from the alphabet cards. For example:

"What was our last reading lesson about?"

"Kitty."

"What must we feed kitty?"

"Milk."

See suggestion under "5" above.

8. Have pupils make complete forms of familiar words written on the board with one letter missing.

For example:

"b - y," "g - rl."

At first, let the teacher place two lists on the board, writing them in different order, one of which gives the complete form of each word. Later, give only the incomplete list.

9. Have pupils make, from a list of three-letter words, other words by changing one letter.

For example:

"cab" from "can"; "get" from "let"; "pin" from "pan." See suggestion under "5" above.

10. Have pupils make all possible words from certain

letters which the teacher writes on the board. For example, a, m, s, e, b, c, o, k, l, i, y, t, n, d.

During this exercise, have on the board a list of words among which are those composed of these letters.

11. Have pupils place the alphabet in proper sequence upon desks; at first from copies written on cards, later from memory, each using his copy for comparison only after his own alphabet is complete. Two sets of alphabets, one small and one capital, should be employed.

During the inspection of this work, let the teacher occasionally have pupils point to and name the letters in concert, thus fixing in their minds the proper sequence.

The same idea may be carried out with figures placed in the form of a calendar, using the present month always and having the first figure come on a definite day.

12. Have pupils make their names, name of school, city, and teacher; at first from copy, later from memory, using copy only to compare results.

13. Have pupils make days of the week, also days of the month.

14. Have pupils duplicate any of the devices practicable for alphabet cards suggested under I and II above, and under IV below.

IV. PHONICS

1. Have pupils group words according to combinations of initial sounds. For example: crawl, cry; spring, spry.

2. Have pupils place words of the same family names or riming words in groups, constantly using words that represent the phonic knowledge of pupils up to date.

3. Have pupils combine family names and consonants contained in envelopes into words; at first, single

consonants, later, combinations; at first with copies, later without.

4. Have pupils make phonic family names, using alphabet cards; first from copies, later from memory.

5. Have pupils make combinations of consonants that begin words (called "double first names"); at first from cards or board, later from memory. For example: sp, st, tr, fl, sh.

V. READING

1. Have pupils read primers.

A set of easy primers of different titles, which can be secured at comparatively slight cost, abundantly repays all expenditure. Any teacher who feels unable to purchase a set herself, may endeavor to procure one by encouraging each pupil to buy one primer from her list of desirable titles and to loan it during the term to the little "library" thus created, in return for the privilege of reading all the other primers at different seat periods during the term.

Teachers should take two or three minutes at the close of each seat-reading exercise to have reports from pupils concerning lessons read. In rural schools the upper-grade pupils may hear these reports.

2. Have pupils read easy stories pasted on cardboard.

a. From old readers.

b. From story pages of teachers' magazines.

VI. WRITTEN DICTATION

Dictation written on the blackboard or on individual cards.

Pupils develop more independence from individual dictations than from the blackboard, because, with the former, they find it impossible to copy from others.

1. Have pupils do free-hand paper cutting.

Examples:

- a. Cut some boys playing ball.
Cut some girls swinging.
Cut a garden party.
- b. Cut a two-inch square.
Cut a three-inch square.
Cut a four-inch square.
Cut an oblong 2 x 4 inches.
Cut an oblong 1 x 3 inches.

At first let pupils use rulers in doing "b"; later, do free-hand cutting and test with rulers.

2. Have pupils draw.

Examples:

- a. Take a four-inch square, fold it into four squares, draw pictures in them like this:

a rake	a spade
a hoe	a wheel barrow

- b. Write your name on your paper.

Draw Little Red Hen cutting the wheat.

Draw her threshing it.

Draw her taking it to mill.

Draw her making it into bread.

Draw her baking it.

Draw her eating it.

Turn your paper over.

Draw the pig.

Draw the rat.

Draw the cat.

Draw Little Red Hen asking them to help her.

c. Illustrate such sentences as:

Scratch for worms, little chicks.

Ben and Willie like to play ball.

Pick some flowers for mother, Alice.

Run to school, children.

d. Draw a mother rabbit.

Draw three baby rabbits.

Draw a house for them.

Give them some carrots and beet tops to eat.

Give them some clover and lettuce, too.

Give them a pan of water.

Draw Fred feeding them.

e. Illustrate on separate sheets of paper such stories as those suggested under "V, 2" above.

f. Illustrate such phrases as:

Running down the road.

Climbing a tree.

Playing with a ball.

Sitting on a fence.

Cracking a nut.

Give pupils only the suggestion, leaving them to decide what to draw for "Running down the road," etc.

g. Measure and draw forms with rulers marked off into inches. (Pasteboard rulers may be used; wooden ones preferable.)

Draw a three-inch line.

Draw a five-inch line.

Draw a two-inch square.

Draw an oblong 3 x 6 inches.

Draw a seven-inch square.

Inside the seven-inch square draw a five-inch square.

Inside the five-inch square draw a three-inch square.

Inside the three-inch square, draw a one-inch square.

Before pupils can do this exercise alone, they must be taught how to place dots to mark the corners of one square placed inside of another.

When inspecting drawing exercises (and all others done on sheets of paper) teachers may add interest to the work by stamping the word "good" on those papers that deserve it. Rubber stamps may be obtained from local stationery dealers.

The Brownie picture stamps, when used for this purpose, delight pupils. Gilt stars pasted on good papers may serve the same purpose.

3. Have pupils do stick laying.

a. Dictation for numbers up to twenty.

Examples:

Place ten blue sticks side by side.

Place twelve orange sticks end to end.

Put fifteen green sticks in a group.

b. Make oblongs like these:

(Teacher drawing horizontal and vertical oblongs on the board.)

c. Make triangles like these:

(Teacher drawing rightangled triangles on the board, placing the right angles in all possible positions.)

d. Take eight red sticks and make a square.

Take eight blue sticks and make an oblong.

Take nine orange sticks and make a triangle.

e. Make an orange oblong 1 x 5 inches.

Make a violet oblong 3 x 4 inches.

4. Have pupils do paper weaving on mats that take twelve strips.

Instead of using words, let the teacher use horizontal

bars placed over and under the figures. For example, let her indicate "over 1, under 2" as follows: "1, 2."

The dictations given below are suggestive of many more which teachers can work out for themselves.

<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>

Let each pupil weave the above pattern six times, thus filling his mat.

<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>

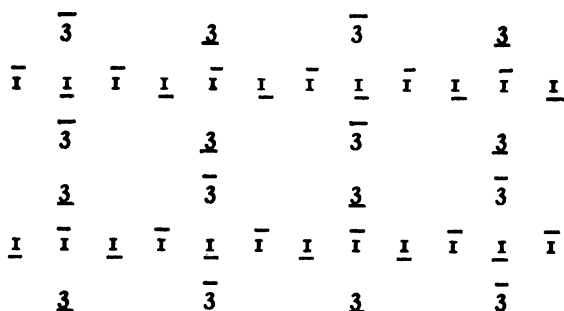
Weave above pattern six times.

<u>2</u>	<u>3</u>	<u>2</u>	<u>3</u>	<u>2</u>
<u>2</u>	<u>3</u>	<u>2</u>	<u>3</u>	<u>2</u>

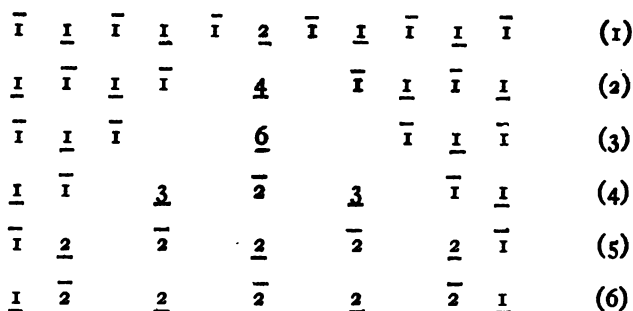
Weave above pattern six times.

<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>1</u>
<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>1</u>

Weave above pattern three times.



Weave above pattern twice.



Repeat above dictation, reading from the bottom up, thus filling the mat.

By having dictation rows numbered in all patterns of any complexity, pupils can keep the place better and teachers can more easily locate and call attention to mistakes in weaving.

Vary the weaving exercise by giving each pupil a card containing a different dictation, letting him work out his individual pattern.

Occasionally, a pupil can create designs during the

last quarter of the first year, and write dictations on cards to serve as guides to other pupils in weaving.

Cloth mats, made from window-shade material, may be used instead of paper mats for weaving. Scraps of such material may be obtained at little or no expense from most furniture dealers. Two contrasting colors are necessary—one for mats and one for weavers.

Teachers can easily prepare these mats and weavers after securing the necessary material.

5. Have pupils do construction work.

Example 1, a basket:

Take your square.

Fold it into sixteen squares.

Cut off four squares.

Make it look like this. (a)

Cut off three squares.

Make it look like this. (b)

Crease the corner squares.

Make them look like this. (c)

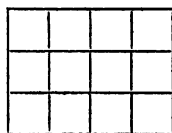
Cut on the creases.

Cross the corners.

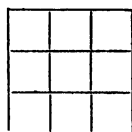
Paste them.

Put on a handle.

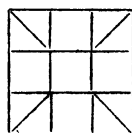
Now, you have a little basket!



a



b



c

The making of this basket should be supervised the first time.

Example 2, a box:

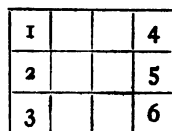
Fold sixteen squares.

Cut off four squares.

Take a pencil.

Make the paper look like this.

Cut between 1 and 2.



Cut between 2 and 3.
Cut between 4 and 5.
Cut between 5 and 6.
Fold 1 and 3 together.
Fold 2 over them.
Make the edges even.
Paste them together.
Fold 4 and 6 together.
Fold 5 over them.
Paste them all together.
Now, you have a box!

The making of this box should be supervised the first time.

Boxes are used as foundation for other pieces of construction work. This lesson, therefore, serves two purposes: (1) to review past work; (2) to serve as a beginning for chairs, tables, or other pieces of furniture which must be finished under the supervision of the teacher.

VII. WRITTEN WORK

During the last quarter have pupils —

1. Copy from the board lists of words previously visualized. Give them strips of paper, telling them to look at each word, then to look away, trying to hold the picture in mind; next, to write it; and, finally, to compare their word with the copy on the board.

When the whole list has thus been written once, have pupils fold the words back out of sight so as not to copy them, and begin a new list, again studying from the board. When the second list is complete, let them compare the two lists on their paper and begin a third.

2. Copy their names and addresses, using good copies; also the name of their school.

3. Copy, occasionally, short sentences from the board that have been visualized previously in class.

It should be noted that very little written work is here suggested for seat occupation, and that suggested is of types which do not lead to the formation of bad habits, either in spelling or language.

CONCLUSION

Attention is here called to the following points:

1. No teacher should use any of the preceding devices merely because they are suggested. Only those that bring results should be continued. The success of seat work in each particular school depends upon existing conditions, thus making it important that each teacher exercise her best judgment in making selections for this work. Many of the exercises suggested above are too difficult for immature pupils, and a number of them too difficult for any but the most mature.

2. Some types of seat work should be given frequently until outgrown, while others should be given only once a week and kept interesting to pupils during several months. The examples cited below are only a few of those belonging to this latter type.

Describing the day, p. 130 (Example 3).

Answering questions with cards, p. 132 (Examples 5 and 6).

Placing the letters of the alphabet in proper sequence, p. 134 (Example 11).

Mat weaving, p. 138 (Example 4).

3. Devices must be selected in such sequence as to develop ever increasing power on the part of pupils.

By thus graduating the exercises, classes may often be led to accomplish tasks otherwise quite impossible for them.

4. In order that seat work may fulfill its truest purpose, it is very necessary that teachers adapt devices so as to keep them up to date with the subjects of other school exercises.

5. Words involved in seat work should receive attention in word-study lessons each day.

6. The devices given above should suggest to teachers an unlimited number of possible variations adapted to their particular needs.

7. No form of school exercise needs more careful preparation than does seat work. The attention given it should be as constant and regular as that afforded to daily recitations. Teachers who have acquired the habit of working expeditiously can prepare it, daily or weekly, without devoting an unreasonable amount of time to it.

MESSAGE FIVE

OUTLINES OF SUBJECT MATTER¹

CONDENSED OUTLINE

In order to give a "whole view" a condensed form is here given preliminary to the expanded form which follows it. Home and school ideas are made dominant because the most vital interests of first-grade pupils are found in topics pertaining to these subjects.

PEOPLE AND PETS OF HOME AND SCHOOL

- I. The people of the home and what they do:
Mother; father; children.
- II. Pets of home and school:
Cat; dog; rabbit; chicken.
- III. What the people and pets need:
Food; clothing; shelter; training.
- IV. Special days celebrated in home and school:
Hallowe'en; Thanksgiving; Christmas; New Year; St. Valentine's Day; Washington's Birthday; Arbor Day; Bird Day.

SURROUNDINGS OF HOME AND SCHOOL

- I. Birds.
- II. Flowers.
- III. Trees.
- IV. Landscape, sky, weather, seasons.

¹ These outlines suggest conversational topics suitable for opening exercises, for general lessons, and for supplementing the Primer and First Reader.

EXPANDED OUTLINE

The idea in presenting the following outline is to provide a unified, though flexible, scheme of work suggesting to teachers an abundance of material upon which to base thought lessons for all possible types and conditions of first-grade pupils. It is, therefore, not intended that any one class shall attempt too large a part of the work suggested. Some classes should take more of it and others less according to their ability.

No special attempt is made to present new or original subject matter, the idea being simply to bring together a body of material, old or new, from which each first-grade teacher may select that which seems best suited to her use.

Each subject is here given as a whole, not in parts, in order that its thread of thought may be grasped the more easily. Because of this fact teachers cannot start at the beginning and present the work in the sequence found on these pages, but must select the proper portion of each subject for each month's lessons. The index for Message Five in back of book will assist them in doing this.

PEOPLE AND PETS OF HOME AND SCHOOL

I. THE PEOPLE OF THE HOME AND WHAT THEY DO

September

Mother; what she does:

This varies according to the different homes, but in most of them she

Cares for the children.

Cares for the home.

Prepares the food.

Buys and cares for the clothing.

Trains the children.

October

Father; what he does:

Helps care for and teach the children.

Provides money for home, food, clothing, and training.

September and October

The children; what they do:

Help in the house.

Do chores and errands.

Care for pets.

Take care of their clothing.

Try to do things that keep them well.

Keep clean and tidy.

Obeys their parents.

Show kindness and courtesy to all.

REFERENCES

STORIES

"How the Home was Built," *Mother Stories*.

"The Little Traveler," *Mother Stories*.

"The King's Birthday," *Mother Stories*.

"Little Deeds of Kindness," *In the Child's World*.

"The 'Wake-up' Story," *In the Child's World*.

"What Kept the New Chimney Waiting," *For the Children's Hour*.

POEMS

"Sleep, Baby, Sleep," *Graded Memory Selections*.

"The Baby," *Graded Memory Selections*.

"Morning Song," *Graded Memory Selections*.

"A Little Child," *Songs of Tree Top and Meadow*.

"Lullaby," Christina Rossetti.

"Whenever a Little Child is Born," Agnes L. Carter.

"Little Birdie," Tennyson.

"Rock-a-bye, Baby," *Mother Goose Rhymes*.

SONGS AND GAMES

- "This is the Mother," *Songs for Little Children*, Eleanor Smith.
- "The Little Housewife," *Songs of the Child World*, Part I.
- "All for Baby," *Finger Plays*.
- "Baby's Lullaby," *Songs and Games for Little Ones*.
- "Washing Day," *Holiday Songs*, E. Poulsson.
- "Song of Home Work," *Holiday Songs*.
- "Going to Market," *Holiday Songs*.
- "Busy Children," *Merry Songs and Games*, Clara Beeson Hubbard.
- "Carpenter," *Songs and Music of Froebel's Mother Plays*.
- "Blacksmith," *Songs and Music of Froebel's Mother Plays*.
- "Johnny's Trade," *Merry Songs and Games*.
- "Sawing Game," *Merry Songs and Games*.
- "The Family," *Songs and Games for Little Ones*.
- "Sprinkling the Clothes," *Holiday Songs*.
- "Trade Game," *Kindergarten Chimes*.

II. PETS OF HOME AND SCHOOL

The cat, dog, rabbit, and chicken are here given as being representative of home and school pets, and at the same time most practicable for this purpose. The leading thought is to cultivate in pupils an interest in and sympathy for the animals that commonly live in or about the home by making them familiar with some of the common facts of their lives. At no point is the teaching of mere scientific facts intended to enter the work.

THE CAT

September and October

Description of children's cats:

Size, coat, color, name.

What the cat needs:

Food:

Kinds of food she likes best.

(Pass lightly over the mousing habit.)

How often she should eat.

Traits of the cat:

How she tells when she is hungry.

How she keeps clean.

How she plays.

How she shows when she is pleased; when angry.

Fear of dogs.

How she cares for her little ones.

How children can care for cats:

Provide them with food and bed.

See that they are protected from cruelty.

REFERENCES

STORIES

"Mrs. Tabby Gray," *Mother Stories*.

"A Story of a Mouse," *Kindergarten Stories and Morning Talks*.

"The Cat and the Mice," Scudder's *Fables*.

"Dick Whittington and His Cat," Scudder's *Fables*.

"Mrs. Chinchilla," *The Story Hour*.

"My Jet," *In the Child's World*.

"Spotty's Family," *In the Child's World*.

"How it Happened," *When First We Go to School*,
Helen Beckwith.

"The Cat and the Mouse," *For the Children's Hour*.

"Kit-Cat-Kit," *Wee Tales for Wee People*.

POEMS

- "I Love Little Pussy," *Three Years with the Poets*.
 "I am the Family Cat," *Songs of Tree Top and Meadow*.
 "Seven Little Pussy-Cats," Mary Mapes Dodge.
 "Pussy's Class," Mary Mapes Dodge.
 "Cat Questions," Lucy Larcom.

SONGS AND GAMES

- "The Cat's Cradle," *Finger Plays*.
 "Pussy," *Songs of the Child World*, Part II.
 "Pussy Knows," *First Reader*, National Music Course.
 "I Love Little Pussy," *Small Songs for Small Singers*.
 "The Bad Pussy," *Small Songs for Small Singers*.
 "Pussy-Cat, Pussy-Cat," *Music Primer*, Eleanor Smith.
 "Kitty Cat, Kitty Cat," *Art Song Cycles*, Book I.
 "Cat and Mouse," *Holiday Songs*.
 "Cat and Mouse," *Songs, Roundels, and Games*, Suder.

THE DOG

November and December

Description of children's dogs:

Size, coat, ears, legs, feet.

Food:

Not too much.

More after hearty exercise.

Heartier food in cold weather.

Home:

Where he stays in the daytime; at night.

Traits:

Intelligence and bravery.

Manner of talking.

Faithfulness to master.

Strength and speed.

Plays and tricks.

Fondness for water; how he drinks.

Signs of pleasure; of anger.
Dislike for strange cats.
How the mother cares for her little ones; how she
trains them.
Kinds of dogs and characteristics of each:
House dog: companionship.
Shepherd: care of sheep.
Newfoundland: protecting people from harm.
St. Bernard: rescuing people from snow.
Eskimo dog: beast of burden.
How children can care for dogs.

REFERENCES

STORIES

"The Open Gate," *Mother Stories*.
"The Closing Door," *Mother Stories*.
"The Journey," *Mother Stories*.
"Dickey Smiley's Birthday," *The Story Hour*.
"Moufflou," *The Story Hour*.
"How Frisk came Home," *In the Child's World*.
"How Nibs was Cured," *Wee Tales for Wee People*.

POEMS

"My Dog," Mary Mapes Dodge.
"To Flush, My Dog," E. B. Browning.
"Little Dog under the Wagon," *Songs and Rhymes for
Little Ones*, Morrison.
"The Duel," Eugene Field.

SONGS AND GAMES

"Barnyard Song," *Holiday Songs*.
"Jack," *The Child's Song Book*.
"The Kitten and the Bow-wow," *Small Songs for
Small Singers*.
"Quess," *Small Songs for Small Singers*.

"Six Little Puppies," *Small Songs for Small Singers*.
"Hunter and Dog," *Songs, Roundels, and Games*.

THE RABBIT

January

Description, from memory, of rabbits children have seen.

Size, color, ears, tail, food, traits.

Caring for and observing a pet rabbit kept in the schoolroom.

What it needs:

Food:

From plants, not animals.

Roots: especially carrots, turnips, and parsnips;
leaves: lettuce, cabbage, parsley, tops of carrots, and some other leaves; stems and twigs;
fruits, especially apples; hay, especially clover;
grass; bread; water for drinking.

Cage with wire-netting front.

Sawdust over bottom of box.

Dish of water.

Fresh air.

Sufficient heat.

Traits:

How it breathes, eats, moves.

Postures it takes: asleep, awake.

How it uses its ears, eyes, and nose.

How it burrows.

How it keeps clean.

How it makes friends.

Brief study of the life of the wild rabbit.

Home:

A burrow dug in the grass, brush, or snow; nest of the young lined with the fur which the mother rabbit plucks from her own breast.

Food:

Many plants (often destroying gardens in summer).
Almost any green plant in winter, often bark of
trees (thus destroying them).

Enemies:

Dogs, cats, hawks, men.

Protection from enemies:

Keen sight and hearing.

Protective coloring.

Swiftness in running.

Night habits when enemies are not near to molest.
(Tracks in snow.)

Protection for winter:

Fur thicker and longer.

REFERENCES

STORIES

"Brer Rabbit Stories," *Nights with Uncle Remus*.

"Peter Rabbit," Beatrice Potter.

"Raggybug," Ernest Thompson-Seton.

"China Rabbit Family," *In the Child's World*.

"The Hare and the Tortoise," *Æsop's Fables*.

"The Sheep and the Pig," *For the Children's Hour*.

"Trottino," *Through the Farmyard Gate*.

SONGS AND GAMES

"Tracks in the Snow," *Songs of the Child World*, Part I.

"Hop, Little Rabbit," *The Child's Song Book*.

"The Bunny," *Small Songs for Small Singers*.

"Foot Prints," *Small Songs for Small Singers*.

"Hare in the Hollow," *Children's Singing Games*.

THE CHICKEN

March and April

Description by children of chickens kept at their homes
or at the homes of neighbors:

Color, size, food, traits.

(If there are ones near, the teacher should arrange to have at least one hen kept where the children may observe and help care for her.)

Food:

Table scraps, wheat, corn, corn meal, bugs, and worms.

How much she needs at one time, and how often she needs to be fed.

Water for drinking.

Traits:

Picking and scratching.

Fluttering in the dirt.

Taking sun baths.

Keeping clean.

Manner of drinking.

Going to bed early.

Manner of roosting.

Getting up early.

Cackling, clucking, "singing."

Hatching, caring for, and teaching her little ones.

Uses to man:

Giving him eggs.

Raising little ones.

Needs:

Have pupils care for a hen kept near the school or in the school basement while she sits on her eggs and hatches her brood.

Caring for the little chicks for a week after they hatch.

REFERENCES

STORIES

"The Little Rooster," *Boston Collection of Kindergarten Stories*.

"The Hen Hawk," *Boston Collection of Kindergarten Stories.*

"The Lost Chicken," *In the Child's World.*

"The Story of Speckle," *In the Child's World.*

"The Little Red Hen," *The Teacher's Story Teller's Book.*

POEMS

"The Chickens," *Songs of Tree Top and Meadow.*

"Chicken's Mistake," Phoebe Cary.

SONGS AND GAMES

"The Hen and the Chickens," *Finger Plays.*

"Little Red Hen," *The Child's Song Book.*

"Five Little Chickens," *The Child's Song Book.*

"Each Mother Loves Best," *Song Stories for the Kindergarten.*

"Mr. Rooster and Mrs. Hen," *Songs of the Child World, Part I.*

"See the Chickens Round the Gate," *Songs in Season,* Marian George.

III. WHAT PEOPLE AND PETS NEED

A general discussion should be had concerning the things people must have to keep them alive and happy. Pupils should be induced to observe and investigate at home until they report the following (perhaps among many irrelevant items). Food, clothing, homes, and training. In this manner four subjects may be opened up which are to be continued in different phases throughout the year.

FOOD

September, October, November

Kinds eaten commonly by the people of the home.

Kinds eaten commonly by the pets of the home.

Foods that grow in the garden; on trees; on vines; in the ground.

Seeds that we eat:

Beans; peas; grains, including corn, nuts.

How these seeds grow:

In pods, husks, and shells, for protection.

Seeds that birds eat.

How seeds are prepared for food.

Fruits that we eat:

Collection of fruits by pupils.

Grouping fruits brought according to characteristics of shape, stem, skin, pulp, and seeds.

Leading pupils to see how the different fruits protect their seeds.

How different* fruits grow:

On trees, vines.

How people keep fruit (and vegetables) for winter:

Canning; preserving; pickling; drying; storing, or packing away fresh.

How different fruits (and vegetables) are harvested.

December and January

How foods are brought to our homes, and the various ways we prepare and use them.

What foods are best for us.

How and when we should eat them.

(This is the beginning of temperance. See health lessons, p. 174.)

Children who have to go hungry.

Our winter food compared with that of the Eskimo.

February

Foods given us by animals:

Milk, butter, cheese, meat, eggs.

Making butter.

REFERENCES

STORIES

- "The Story Milk Told Me," *In the Child's World*.
"Nero at the Bakery," *In the Child's World*.
"The Sleeping Apple," *In the Child's World*.
"Milk, Butter and Cheese," *Kindergarten Stories and Morning Talks*.
"The Little Cookie Boy," *Kindergarten Stories and Morning Talks*.
"The Tomato Story," *For the Children's Hour*.
"The Wonderful Porridge Pot," *For the Children's Hour*.
"The Gingerbread Boy," *For the Children's Hour*.
"The Two Little Cooks," *For the Children's Hour*.

POEMS

- "The Johnny Cake," *The Teacher's Story Teller's Book*.
"An Autumn Riddle," *Three Years with the Poets*.
"The Story of a Seed," *Songs of Tree Top and Meadow*.
"The Gingerbread Man," *For the Children's Hour*.
"The Cow," *A Child's Garden of Verses*.

SONGS AND GAMES

- "Making Butter," *Finger Plays*.
"Making Bread," *Finger Plays*.
"How the Corn Grew," *Finger Plays*.
"The Mill," *Finger Plays*.
"Pat-a-Cake," *Merry Songs and Games*.
"Leaves, Fruits, and Flowers," *Holiday Songs*.
"Song of the Loaf of Bread," *Songs of the Child World*, Part I.
"The Windmill," *Kindergarten Chimes*, Kate Douglas Wiggin.
"The Muffin Man," *Children's Singing Games*.
"The Farmer," *Merry Songs and Games*.
"Hasten to the Meadow," *Merry Songs and Games*.

THE GARDEN

March to June

Foods given us by plants.

Enumeration of these.

Garden making.

Raising a garden.

Examination of the list of garden foods reported in October.

Which of these could be raised in the schoolroom before the close of school in June? (Lettuce, radishes.)

What is necessary in order to raise these vegetables?

1. Seeds:

Find where to get them; when, where, and how to plant them.

2. Soil:

What kind is best. Sample bottles of soil (one of sand, one of clay, and one of vegetable mold) taken home to parents to discuss as to suitability for garden. Examination of good garden soil, composed of sand, clay, and vegetable mold followed by a comparison between it and each of the sample bottles taken home. Why each of the three kinds of soil is needed in the garden. (Food, consistency, drainage.)

3. Water:

Observation of seeds kept in two different dishes, one containing water, the other dry, to ascertain the effect of water upon them.

Observation of growing plants, one watered, the other neglected, to ascertain the effect of water upon them.

Ascertaining what time of day and how often the garden should be watered.

Discussing possible sources of water for school gardens: Rain; water brought from river, lake, well, hydrant.

4. Heat:

Observation of seeds kept in two different dishes of water, one in a warm place and the other in a very cool place. Discussion as to effect of heat upon them.

Possible sources of heat for gardens.

The sun for outdoor gardens; stoves or furnace for indoor gardens.

Discussion as to what effect Jack Frost would have upon a new garden.

Garden not to be planted too early.

5. Light:

Observation of difference in color between plants grown in darkness and those grown in light (celery, potato sprouts), with the conclusion that plants must have light to make them green.

Finding the part that grows, or the plantlet, of a soaked bean; also the coats and store of food.

Planting beans, flax, peas, or other seeds in different ways so as to observe growth of roots, stems, and leaves: On wet blotting paper; in moist sponge, on mosquito netting tied over the top of a glass of water; in pine cones.

Choosing a garden spot that meets the above requirements of soil, water, heat, and light.

An out-of-door garden is preferable to others, but, if impossible, a window garden may be substituted for it.

Preparing the ground for the seeds:

Spading; pulverizing; marking off; making rows.

Planting the seeds according to information gained through inquiry.

Caring for the garden:

Watering, weeding, and keeping harmful insects out.

Parts of plants eaten:

Leaves of lettuce.

Roots of radishes and several fall vegetables.

Seeds. (See October outline.)

Fruits. (See November outline.)

Stems: celery, rhubarb, asparagus.

Serving the lettuce and radishes grown in the school garden at a school party given to parents.

REFERENCES

STORIES

"Lame Boy's Garden," *When First We Go to School*.

"Jimmy's Harvest," *When First We Go to School*.

"How the Beans Came Up," *In the Child's World*.

"The Farmer and the Birds," *In the Child's World*.

"Straw, Bean, and Coal," *McMurry's Classic Stories*.

"Ten Peas in a Pod," *Boston Collection of Kindergarten Stories*.

POEMS

"Mystery of the Seed," Lucy Larcom.

"The Gardener," Robert Louis Stevenson.

"Farewell to the Farm," Robert Louis Stevenson.

"In the Heart of a Seed," *Songs of Tree Top and Meadow*.

"Hiawatha's Fasting" (Mondamin), Longfellow.

SONGS AND GAMES

"Careful Gardener," *Songs and Games for Little Ones*, Harriet S. Jenks.

"Little Gardens," *Songs and Games for Little Ones*.

"Garden Bed," *Merry Songs and Games*.

"Garden Gate," *Merry Songs and Games*.

"The Little Plant," *Finger Plays*.

- "The Garden," *Holiday Songs*.
"Let Us Make a Garden," *Lilts and Lyrics*, Gaynor.
"Oats, Peas, Beans, and Barley Grow," *Children's Old and New Singing Games*.
"Garden Game," *Children's Old and New Singing Games*.
"The Farmer is Coming," *Songs, Roundels, and Games*.
"The Farmer's Daughter," *A Book of Song Games and Ball Games*.
"The Gleaners," *A Book of Song Games and Ball Games*.

CLOTHING

October, November, January

Care of clothing:

How mother and maid care for it:

Washing, ironing, mending.

How children can help:

Keeping clothes clean.

Not tearing them.

How our clothing varies according to season.

How the covering of animals varies according to season, thickening in autumn and being shed in spring.

List of animals whose covering is thus affected.

Our clothing compared with the fur and skin clothing worn by Eskimos.

REFERENCES

STORIES

- "A Visit to the Weaver," *In the Child's World*.
"Molly's Lamb," *In the Child's World*.
"Philip's Suit," *The Four Wonders*.
"The Field of Cotton," *The Four Wonders*.
"Linen," *The Four Wonders*.
"The Flax," *In the Child's World*.

- "The Calico's Story," *For the Children's Hour*.
 "Missy and the Little Green Men," *The Four Wonders*.
 "Cotton," *The Four Wonders*.
 "The Cotton Fields," *How We Are Clothed, Chamberlain*.
 "Wool," *The Four Wonders*.
 "Woolen Cloth and Clothing," *How We Are Clothed, Chamberlain*.
 "Our Flax Field," *The Four Wonders*.
 "A Field of Flax," *How We Are Clothed, Chamberlain*.
 "Silk," *The Four Wonders*.
 "The Work of the Silkworm," *How We Are Clothed, Chamberlain*.
 "How Faith Got a New Dress," *The Four Wonders*.

POEMS

- "The Flax Flower," *In the Child's World*.
 "The Silkworm," *In the Child's World*.

SONGS AND GAMES

- "The Happy Lambkins," *Songs of the Child World, Part I*.
 "Song of the Shearer," *Songs of the Child World, Part I*.
 "Spinning the Yarn," *Songs of the Child World, Part I*.
 "The Silkworm," *Music Primer, Eleanor Smith*.
 "To the Silkworm," *The Four Wonders*.
 "The Shoemaker," *Songs and Games for Little Ones*.
 "Spinning Song" (Flax), *The Four Wonders*.
 "Spinning Song" (Wool), *The Four Wonders*.
 "Mammy's Night Song" (Cotton), *The Four Wonders*.

SHELTER

December

Why people need homes:

To protect them from the cold of winter; the heat
 of summer; the storms of the whole year.

So that families may live together.

Enumeration of things people could not do without homes.

A study of our homes:

Enumeration of things done in them.

Cooking, eating, sleeping, bathing, washing and ironing, sewing, reading, visiting, playing.

The rooms of our homes; use and furnishings:

Kitchen: cooking.

Dining room: eating.

Pantry: storing food and dishes.

Cellar: storing food.

Bedrooms: sleeping.

Bathroom: bathing.

Laundry: washing and ironing.

Living room: family gatherings.

Library: reading.

Children's room: playing.

Telling of homes that have all these rooms; also of those having fewer, where one room serves more than one of the purposes suggested above.

How the rooms of the school are different from those of the home.

Why?

THE PLAYHOUSE

January to May

Furnishing a playhouse. (A means of expressing the study of the home.)

Suggestive plan for the house.

A two-story house of four rooms: kitchen, dining room, bedroom, living room. Each room eleven inches wide, eleven inches long, and eight inches high. Ground plan of house eleven inches deep and twenty-two inches wide. Partitions, making two rooms on each floor.

Ceiling of second story sixteen inches from ground floor.
Roof above of proper slant.

These dimensions may be increased or diminished to suit the taste of the teacher, provided the proper proportions are maintained. The house may be made in a very crude way or in a more finished fashion. An orange box may be remodeled very easily to suit the purpose, or a real little house may be built of regulation materials.

Walls:

Papered with drawing paper, tinted by pupils with a plain wash of water color, or decorated by some simple design.

Floors:

Rugs, woven from woolen yarn, carpet warp, or raffia, or braided from raffia or strips of cloth, then sewed together.

Chairs, tables, bed, dresser, bookcase, stove, and other things:

May be folded from paper, made from cardboard covered with cloth, or made of thin wood sawed out by means of a coping or cabinet saw.

Dishes and kitchen utensils:

Made from clay if they can be fired in kiln; if not, provided from set of toys.

Hangings:

Window curtains: muslin or tissue paper.

Door hangings: fringe made of ravelings; or fine strands of braided raffia; or strings of beads; or very small paper chains.

Pictures:

Appropriate pictures for the different rooms chosen from the half-penny Perry or Brown pictures. Frames made by paper folding or made by arranging small designs cut from wall paper in

the shape of frames and pasted on to cardboard;
or made by winding raffia over a circular cardboard with center cut out.

Miscellaneous articles:

Clocks, pianos, telephones, and the like.

HEAT

January

The necessity of heat in home and school:

To people, animals, plants.

Children whose homes are poorly heated.

For cooking.

List of foods that are usually or always cooked.

Ways of applying heat for cooking, boiling, baking,
frying; for washing, ironing, bathing, cleaning.

Sources of heat:

Artificial —

Stoves: different purposes.

Kinds: wood, coal, gas.

Fireplaces; how fed.

Furnaces; how fed; how the heat gets into the
rooms from the furnace.

Natural —

Sun; difference between temperature of day with
sun, and of night without it; cold of winter
caused by lack of heat from sun necessitating
artificial heat; severe cold of northland winter
caused by absence of sun.

REFERENCES

STORIES

"How the Spark of Fire Was Saved," *Nature Myths*,
Flora J. Cooke.

"The Secret of Fire," *Nature Myths*, Flora J. Cooke.

"The Porcelain Stove," *The Story Hour*.

"How Beaver Stole Fire from the Pines," Alice Krackowizer.

"How Coal is Made," *Kindergarten Stories and Morning Talks*.

"The Sunbeams," *Boston Collection of Kindergarten Stories*.

"The Story of Phaëton," *For the Children's Hour*.

POEMS

"Armies in the Fire," Robert Louis Stevenson.

"Autumn Fires," Robert Louis Stevenson.

"The Sun's Travels," Robert Louis Stevenson.

SONGS AND GAMES

"The Firemen," *Music Primer*, Eleanor Smith.

"Sunbeams," *Holiday Songs*.

"Sing a Song of Iron," *Songs of the Child World*, Part I.

"Fire Bells," *First Reader*, New Educational Music Course.

"God Sends His Bright Spring Sun," *Songs for Little Children*.

"God Sends His Bright Warm Summer Sun," *Song Stories for the Kindergarten*.

Our homes and home life in winter may be compared with the winter homes and home life of the Eskimos.

The following outline is given as a basis for such comparison:

ESKIMO WINTER LIFE

January

Igloo for home:

Made of big blocks of icy snow frozen together; shape of large eggshell; small, low hole in the side for a doorway; skin hung at this to serve as door; long tunnel for a hallway, through which the Eskimos creep, taking the place of our storm door.

One small room, usually without a window. Sometimes one window covered with skin.

Walls and floor of snow.

Furniture:

Chairs, tables, and beds all in one, consisting of a bench made of snow packed against the wall and made comfortable by skin covering.

Stove and lamp, consisting of a hollow stone or shell that holds oil; wicks of dry moss found on rocks under the snow; serves for cooking, melting drinking water, heating, lighting, and drying.

Food:

Flesh and fat of animals hunted and killed by the father.

Why no other food?

Occupations:

Father:

Builds igloo; hunts animals and catches fish for food to eat and for fat to burn; makes sleds and drives dog team; sits about the fire of the igloo.

Mother:

Keeps fire; hunts wicks on the rocks under the snow; cooks food and melts snow for drinking; scrapes skins of animals and prepares them for clothing; makes clothing out of these skins; cares for children; sits about the fire of the igloo.

Children:

No school; snowballing; racing; rolling down hill; coasting games on ice; riding on sleds drawn by dogs; sitting or playing about fire.

Sky and weather in Eskimo land:

Night time all winter; very cold in winter because sun does not shine; many snowstorms.

Stars very bright when sky is clear.

REFERENCES

STORIES

- "How Agoonack Made Her Doll," *Eskimo Stories*.
"The New Baby," *Eskimo Stories*.
"A Little Arctic Girl," *Little Folks from Other Lands*.
"Children of the Arctic," Mrs. Peary.
"The Ice Sleds," *Eskimo Stories*.
"Toolooah" (A Dog Story), *Eskimo Stories*.

POEMS

- "Foreign Children," Robert Louis Stevenson.

SONGS AND GAMES

- "The Happy Eskimo," *Music Primer*, Eleanor Smith.
"In Greenland," *Art Song Cycles*, Book I.

REFERENCE BOOKS

- Eskimo Stories*, Smith.
Hans the Eskimo, Scandlin.
Little People of the Snow, Muller.
The Children of the Cold, Schwatka.
Little Folks of Other Lands, Chance.
Child Life in Many Lands, Perdue and La Victoire.

LIGHT

February

- The necessity of light in home and school:
 Light a necessity for seeing things.
 Difficulties we would encounter without light.
 The blessing of eyesight, and care of eyes. (See
 health lessons, p. 177.)
 Use of windows in daytime.
Natural lights: Sun, moon, stars.
 The light of the sun used at school.
 Days now getting longer, so more light from sun.

Light of sun compared with that of moon and stars as to intensity, time of shining, and consequent usefulness.

Frequency of the visits of the sun to us compared with that of its visits to Eskimo land.

Artificial lights: Lamps, gas, electricity, lanterns, candles, firelight.

How lamps and lanterns are fed.

How gas and electricity are supplied.

How and of what candles are made.

Firelight best seen from fireplace.

What the first lights were; what the later ones were.

REFERENCES

STORIES

"Linda and the Lights," *In the Child's World*.

"The Legend of the Great Dipper," *Kindergarten Stories*.

"The Old Street Lamp," *For the Children's Hour*.

"The Candles," *For the Children's Hour*.

"The Sun's Sisters," *For the Children's Hour*.

"Bennie's Sunshine," *Boston Collection of Kindergarten Stories*.

"The Golden Windows," Laura Richards.

"The Child and the Stars," *Christ Tales*, Hofer.

POEMS

"The Lamplighter," *A Child's Garden of Verses*.

"The Sun's Travels," *A Child's Garden of Verses*.

"Bed in Summer," *A Child's Garden of Verses*.

"My Shadow," *A Child's Garden of Verses*.

"Lady Moon," *Songs of Tree Top and Meadow*.

"Twinkle, Twinkle, Little Star," *Songs of Tree Top and Meadow*.

SONGS AND GAMES

"The Electric Light," *Songs of the Child World*, Part II.

"The Moon is Playing Hide and Seek," *Small Songs for Small Singers*.

"Light and Shadow," *Song Stories*.

"The Sunshine's Message," *Song Stories*.

"Good Morning, Merry Sunshine," *Songs for Little Children*.

AIR

March

The necessity of fresh air in home and school. (See health lessons, p. 175.)

How fresh air gets into our schoolrooms.

How fresh air gets into our homes.

Investigation of the ventilating system, finding currents of fresh air coming in and of impure air passing out.

WATER

April

The necessity of water in home and school.

Needed to sustain life in people, plants, and animals.

A convenience in cooking. List of foods that are boiled.

A necessity for bathing, washing clothes, and cleaning.

Emphasis upon the necessity for bathing regularly face, hands, teeth, and whole body. (See health lessons, p. 173.)

Usefulness of water for cleaning and beautifying home and school.

REFERENCES

STORIES

"Tom, the Water Baby," *Kindergarten Stories and Morning Talks*.

"The Crow and the Pitcher," *Kindergarten Stories and Morning Talks*.

"The Vapor Family," *Cat Tails and Other Tales*, Mary H. Howliston.

"The Little Hero of Harlem," *In the Child's World*.

"Aqua, the Water Baby," *The Story Hour*.

"The Brook and the Water Wheel," *In the Child's World*.

POEMS

"Where Go the Boats," *A Child's Garden of Verses*.

"The Runaway Brook," *Three Years with the Poets*.

"The Brook," Tennyson.

SONGS AND GAMES

"Fishes at Play," *Holiday Songs*.

"The Sailor," *Songs of the Child World*, Part I.

"The River," *Songs of the Child World*, Part I.

"Boating Song," *Songs of the Child World*, Part I.

"The Sailor Boy," *A Book of Song Games and Ball Games*.

TRAINING

September to June

The people of the school; who they are, what they have and do: Teacher, pupils. Members of the family who go to school. Why all do not go.

The idea here is to impress pupils with the thought that they have other needs besides those of a material nature; that they need many good habits if they are to become useful men and women; that these can be formed only by means of long and steady effort.

These habits may be explained to pupils as those that are good for their minds; their bodies; their behavior.

While it is expected that the home will do all it can toward the formation of good habits in its children, it

is the chief function of the school to impress these upon its pupils.

SCHOOL EXERCISES

Observations, reports, and discussions related to subjects of study.

Reading and word study.

Seat work.

Games.

Songs.

Stories.

Poems.

Cutting.

Handwork.

Drawing and painting.

Sand-table modeling.

Taking walks.

Collecting specimens.

Celebrating holidays.

How all can help to make the schoolroom pleasant.

By keeping it clean:

Not tracking in mud.

Selecting committees for care of floor, boards, and cloakroom; also for dusting and cleaning erasers.

By keeping it in order:

Care of desks.

Clippings put into trays.

Seat work not dropped on floor.

Committees for arrangement of material; places for erasers and other equipment.

By decoration:

Wild flowers of autumn and spring.

Autumn leaves.

Window plants.

Putting up children's work.

Putting up pictures selected by children.

Teacher's drawings on board.

Simplicity is the keynote to artistic decoration. Use good taste in arrangement. Decorations should always be in keeping with the season and the subject or subjects under discussion.

Avoid too many decorations. Avoid the use of colored crayons; drawings in black and white are usually most effective.

How each pupil helps to make a good school.

By coming every day and being on time.

By being clean and tidy.

By working, and obeying the teacher.

By being kind, courteous, and cheerful.

By being honest and truthful.

PHYSICAL TRAINING

One phase of training too often neglected by teachers is that which affects the physical welfare of pupils. Because of this fact the following outline is inserted.

Being neat and clean:

Illustrations of canary birds, robins, ducks, and kittens bathing.

Daily mention of those whose faces, hands, and hair are neat and clean.

Uses of the hands and how cleanliness helps.

Care of the nails.

Necessity of daily attention.

Teaching the use of nail files, orange sticks, and toothpicks.

Impressing bad effects upon stomach, teeth, and hands of biting the nails.

Care of the hair.

How to keep it soft and silky by brushing.

Pupils taught to have brushes of their own and to brush their own hair.

How to wash the hair: On a warm day or in a warm room; dry thoroughly.

A point made of neat and clean clothes.

Each child responsible for keeping his desk orderly and the floor under it clean.

Cleanliness and neatness made a fashion.

Food:

Emphasizing the child's necessity for growth.

Recording the height of pupils (one or all) and keeping a record of the same to compare with height after they have grown more, the point being to impress the fact of growth. Food necessary for growth and strength.

Stories of children who have been fed well and of those who have not.

Kinds of food that are best for children: Eggs, milk, cereal foods; brown bread; nuts; fresh, ripe fruits; vegetables; cocoa or chocolate; a little pure candy eaten just after meals.

Let teachers use their influence for wholesome food and against hot bread, rich cakes and pies, fancy puddings, greasy meats and gravies, pickles, coffee and tea, and much candy.

Here is another opportunity for temperance lessons. The child who develops power to control his appetite for such foods is very apt to find, in maturity, strength to govern his appetite for stronger things.

When to eat:

Three times a day regularly; not between meals.

Why? Not when too tired. Harmful effects of cold drinks when warm from exercise.

How to eat:

Politely; not in a hurry; chew well; not too much.
Temperance again. Very little drinking at meals; none, better.

Light exercise after meals, not violent.

Foods should be discussed at school from general principles, never from the home or personal standpoint.

Teachers should endeavor to investigate all cases where there seems to be a lack of food in homes and report to proper authorities.

Air:

Pupils watch the teacher blow up a toy balloon.

Take deep breaths of air to see if they can make their chests swell up.

Fresh air needed in the lungs even more than food in the stomach.

Effects of bad air:

Observation of two plants: one covered with glass which shuts out air, and the other having plenty of it.

Stories of poor children who do not have fresh air.

How we can get fresh air:

Exercising out of doors.

Keeping windows open at top and bottom, especially at night.

Forming the habit of deep breathing.

Special breathing exercises before going to bed at night and after getting up in the morning; also several times during the day.

Sunshine:

Needed to give color to leaves, flowers, and fruits.

Needed to give rosy cheeks and sunny dispositions to children.

Sleep:

"Early to bed, early to rise,
Makes a man healthy, wealthy, and wise."

Necessity of having plenty of sleep if we are to keep well and grow.

Stories of children who are strong and rosy because they get plenty of sleep and of those who are weak and pale because of lack of sleep.

Stories of children who learn their lessons easily because of sleep, and of those who are stupid for lack of it.

How to sleep well:

Clean bed; windows open, bed not in draft; day-time clothing removed; hard mattress rather than soft; not much bed clothing; circulation; no bed clothes over head; pure air; very small pillow — better breathing and circulation of blood, avoiding round shoulders; not eating heartily before going to bed — bad dreams; sleeping alone, if possible.

Best time for sleep, night.

Amount of sleep needed; twelve hours if less than eight years old.

How to get ready for bed:

Shake out underclothes and put them to air.

Put other clothes in order.

How to get up:

Close windows while dressing.

Open windows after dressing.

Put bedding to air.

Dramatization, using a doll for the actor and putting

her to sleep in the bedroom of the playhouse, bringing out and reviewing proper methods of going to bed and of getting up.

Clothing:

Warm and light weight.

Evenly distributed over body.

Wraps always worn out of doors but not indoors.

Teeth:

The machinery which grinds the food so the stomach can use it to make good healthy bodies, therefore, necessity of keeping them sound.

Effects of having particles of food about the teeth.

Each child to have a toothbrush and to use it twice a day.

Use of toothpicks in private.

Effects of candy upon teeth.

Effect of biting down on anything hard.

Eyes:

Pleasure that comes through the eyes, the windows of the body.

Eyes to be kept bright by plenty of sleep and good care.

Do not use them in poor light.

Keep fingers away from them.

Let teachers test the eyes of pupils, obtaining a test card from some firm dealing in optical supplies. Let them notify the parents of those pupils whose eyes do not stand the test.

Arrange seats so as to accommodate weakest eyes to the easiest angles. Remember to rest the eyes of pupils frequently during the day. Never give fine work that strains the eyes. Adjust school curtains so as to admit the correct amount of light.

Ears:

Ears, next to eyes, our most precious possession.

Language, music.

Talks to impress upon pupils the danger of blows upon the ear, showing how easily a blow will break a paper bag that is inflated.

Avoiding colds by proper eating, bathing, and sleeping, for colds often cause deafness.

Necessity of breathing through the nose if we wish to hear well.

Necessity of keeping the ears clean.

Nose:

Enjoyment of perfumes and sweet odors.

A help in avoiding bad air.

Necessity of breathing through the nose.

Necessity of always carrying a handkerchief and using it when needed.

Necessity of habits of caution; taking care to avoid harm from

Dangerous plays.

Overlifting and straining.

Too much running.

Whirling round.

Cracking the whip.

Throwing stones and other objects.

Dangers of the street and highways.

Automobiles and other vehicles, street cars, and electric wires.

"Forgetting" about them.

Taking risks with them.

REFERENCE

The Wonderful House that Jack Has, Macmillan Co., New York.

ETHICAL TRAINING

It is probable that the most desultory training in the ordinary schoolroom is that with reference to the subject of behavior. Because ethical lessons cannot be impressed by drill methods, many teachers seem never to attempt them.

It is quite possible, however, to prepare conditions, and then to improve opportunities thus afforded for lessons that react wholesomely upon the behavior of pupils. Teachers who neglect these things are failing in an important part of their work.

The book entitled *Character Building* (given in the reference list on p. 212) is invaluable in its suggestions with reference to this phase of training.

SUPPLEMENTING HOME TRAINING

There is a phase of training, not covered in the above outline, with which every first-grade teacher should be thoroughly acquainted. It is the training of children through the coöperation of parents.

Mothers naturally turn to the first teachers of their little ones for advice concerning different phases of development that must be relegated to the home. They have a right to presuppose a knowledge of these things on the part of teachers. But, too often, they are disappointed to discover that teachers have only a superficial understanding of the "all-round" needs of the children intrusted to their care.

The book entitled *Unconscious Childhood* (given in the reference list on p. 212) contains material which will make first-grade teachers intelligent on this subject and will enable them more nearly to occupy their true place with reference to the mothers of their pupils.

IV. SPECIAL DAYS CELEBRATED IN HOME AND
SCHOOLHALLOWE'EN¹*October*

A brief talk about Hallowe'en fairies: Who they are; where they live; what they do.

How pupils may play they are Hallowe'en fairies: Funny and mysterious games in school; a Jack-o'Lantern exhibition with schoolroom curtains drawn; ducking for apples in a tub of water; trying, without use of hands, to bite into apples suspended by strings; rolling brownies down an incline, the brownies made as follows:

HOW TO MAKE A BROWNIE

From an old white stiff cuff cut an oblong four inches by eight inches. Sew the edges together, making a hollow cylinder two and a quarter inches in diameter and four inches long. On each end of this cylinder sew a little bag made by gathering the edge of a five-inch flannel circle. Before sewing on the second bag, inclose a marble about one and a half inches in diameter. Thus the foundation for a capering brownie is made.

Before dressing, test it to see if it will roll end over end down an incline. If not, the cuff may be too heavy, the bags of too slippery material, the marble of too light weight, or something may interfere with the free movement of the marble, which should roll easily from bag to bag.

When the foundation is in working order, dress to represent a brownie as follows:

Select one bag for the cap and sew a bright tassel on

¹ Hallowe'en is not one of the important holidays and should not be treated as such. It affords merely an opportunity for a few especially enjoyable lessons. Two days is sufficient time to cover all mention of the subject.

it. Just under the cap draw a face in ink. Below the face tie a necktie of bright baby ribbon. Below this fit a cutaway long-tailed coat of some bright color. Sew on arms and legs cut from old gloves, rubbers, or shoes.

This funny little object affords no end of delight to the children as he turns somersaults down a long board at their Hallowe'en exercises.

A READING LESSON

When this little fellow is presented to a school which is reading from the First Reader it is well to have him accompanied by the following letter. The teacher should copy it on the board, having pupils read and carry out the directions it contains.

DEAR CHILDREN:

I am Brownie Turn Over.

I can turn over and over.

Do you wish to see me?

Then you must help me.

Get a long board.

Put one end on a chair.

Put one end on the floor.

Put me at the top.

I will turn over and over for you.

Please do not let me fall off.

You must watch me.

Catch me if I start to fall.

Your little friend,

BROWNIE TURN OVER.

INFORMATION CONCERNING BROWNIES

In order that teachers may not be left to draw upon their imagination concerning the place of Hallowe'en

fairies and brownies in literature, the following suggestions are given:

In olden times people believed in fairies, or tiny invisible creatures having power over the lives of human beings.

The fairies lived everywhere, and could hide in the smallest crevices. There were good and bad fairies, and their influence was good or bad accordingly.

The brownie was a household fairy among the Scotch. His deeds were good or bad according to his moods. If well treated, he was very obliging and willing to help with the household work. This he did at night in most mysterious ways while the family and servants slept. He churned the butter, swept the floor, tidied the rooms, and did all sorts of helpful things without making the least noise.

There seems to be no good authority for stating that brownies were more prevalent at Hallowe'en than were other fairies. They were supposed simply to be numbered among the throngs of fairies that assembled at that time for the purpose of having a grand frolic and of taking possession of the earth for one night.

REFERENCES

STORIES

Adventures of a Brownie, Dinah Muloch Craik.

SONGS AND GAMES

"The Brownies," *Songs of the Child World*, Part I.

"The Brownies," *Lilts and Lyrics*.

"The Brownies," *Songs in Season*.

"Hallowe'en," *A Book of Song Games and Ball Games*.

THANKSGIVING¹

November

Our Thanksgiving.

How we celebrate it:

Home gatherings.

Church gatherings.

Why we celebrate it:

Harvest time.

To continue the Pilgrim Thanksgiving.

The Pilgrims' Thanksgiving.

The landing:

This treated so as to give pupils a mental picture of it.

The homes they built:

Class asked to reason concerning the materials the Pilgrims must have used in building their homes and where they obtained them; how they prepared and used them.

The crops they raised:

Class asked to reason concerning how they could get food:

During the winter; in the summer.

The planting and cultivating of crops.

The first harvest:

How they gathered it.

Safeguard against winter suffering.

How they felt about it.

¹The Thanksgiving work should not be allowed to fill the whole month of November; but should cover about one week. All that is important for pupils at this point may easily be taught during this length of time.

Too much subject matter should not be attempted. First-grade pupils should not begin the study of the Pilgrims until the time of their landing at Plymouth Rock. Even then, they should not be burdened with too many details concerning their experiences in the new home.

The first Thanksgiving:

The church service.

The feast.

What they probably had; where they got it; how they prepared and served it; the guests present.

REFERENCES

STORIES

"A Thanksgiving Story," *Boston Collection of Kindergarten Stories*.

"Peggy's Thanksgiving Visitor," *Stories for Kindergarten and Home*.

"How Patty Gave Thanks," *In the Child's World*.

"Thanksgiving Story," *Kindergarten Stories and Morning Talks*.

"The First Thanksgiving Day," *The Story Hour*.

POEMS

"We Thank Thee," Ralph Waldo Emerson.

"Can a Little Child," Mary Mapes Dodge.

SONGS AND GAMES

"Thanksgiving Day," *Merry Songs and Games*.

"On this Happy Feast Day," *Holiday Songs*.

"Thanksgiving Song," *Songs of the Child World*, Part I.

"Thanksgiving Joys," *Songs in Season*.

"Gleaners," *A Book of Song Games and Ball Games*.

CHRISTMAS¹

December

Our Christmas.

How we celebrate it (emphasizing the spirit of giving rather than of receiving).

¹Although Christmas is our most important holiday, the preparation for it should not monopolize too much of the school time during December. One lesson daily throughout the month will do entire justice to the subject.

At home:

Gifts to family and friends. On trees; in stockings; at table.

Family gatherings.

At school:

Stories, songs, dramatizations.

Making Christmas emblems and gifts.

Christmas exercises.

Tree or some other interesting plan.

How Santa Claus helps us celebrate.

The first Christmas.

The journey to Bethlehem.

The crowd at the inns.

The manger in the cave.

The birth of the little Child.

The Plain of Bethlehem.

The appearance of the angels; their message.

The shepherds at the manger.

The wise men following the star; their gifts.

God's gift to the world:

A little child sent to love all people and make them happy.

REFERENCES

STORIES

"The Story of Christmas," *The Story Hour*.

"Piccola," *The Story Hour*.

"The Fir Tree," Hans Christian Andersen.

"The First Christmas Presents," *Kindergarten Stories and Morning Talks*.

"The Story of Gretchen," *Mother Stories*.

"Mrs. Santa Claus," *For the Children's Hour*.

"Christmas in the Barn," *In the Child's World*.

"Why the Evergreen Trees Keep Their Leaves in Winter," *How to Tell Stories*.

POEMS

- "Piccola," Celia Thaxter.
"The First Christmas," Emilie Poulsson.
"While Stars of Christmas Shine," Emilie Poulsson.
"Christmas Song," Eugene Field.

SONGS AND GAMES

- "Santa Claus," *Finger Plays*.
"The Legend of the Christmas Tree," *Songs of the Child World*, Part I.
"Christmas Hymn," *Kindergarten Chimes*.
"The First Christmas," *Songs and Games for Little Ones*.
"Waken, Little Children," *Songs for Little Children*.
"A Merry Christmas," *A Book of Song Games and Ball Games*.
"The Christmas Wreath," *Children's Old and New Singing Games*.

NEW YEAR

January

In the first grade, New Year calls for only passing mention at school.

REFERENCES

STORIES

- "The Fairy's New Year," *In the Child's World*.
"An All the Year Round Story," *In the Child's World*.

POEMS

- "New Year," Mary Mapes Dodge.
"How the New Year Came," Mary Mapes Dodge.

SONGS

- "A New Year Greeting," *Holiday Songs*.
"January," *Songs in Season*.

ST. VALENTINE'S DAY¹

February

How people celebrate the day.

By sending loving messages in valentines.

Why they celebrate it.

Story of St. Valentine:

A good priest who was loving and kind to all,
especially to the sick or needy.

When old, feeble, and unable to walk, he sent
loving letters to friends.

After his death people began to celebrate his birth-
day by sending kind messages as he had done.

How we may celebrate it at school.

Each pupil make two valentines, one for mother,
father, or baby, one for the school valentine box.

REFERENCES

STORIES

"Stuart's Valentine," *For the Children's Hour*.

"Big Brother's Valentine," *For the Children's Hour*.

"Little Brown Valentine," *Stories of Mother Goose*
Village, Madge Bigham.

POEMS

"A Valentine," Eugene Field.

"Philip's Valentine," *In the Child's World*.

SONGS AND GAMES

"The Valentine's Message," *Holiday Songs*.

"St. Valentine's Day," *Holiday Songs*.

"A Recipe for a Valentine," *Songs of the Child World*,
Part I.

"Valentine Day," *Songs in Season*.

¹ Not more than two or three days can profitably be spent on this subject.

WASHINGTON'S BIRTHDAY¹*February*

Washington's boyhood.

His truthfulness.

Cherry tree.

His love for his mother as shown in his not becoming a sailor.

His courage.

Washington's manhood.

As a warrior.

As a president.

REFERENCES

STORIES

"Little George Washington," *The Story Hour*."A Story of George Washington," *Baldwin's Second Reader*.

POEMS

"Ode to Washington," Whittier.

"Washington's Birthday," Margaret E. Sangster.

SONGS AND GAMES

"Washington's Birthday," *Merry Songs and Games*."Song for Washington's Birthday," *Holiday Songs*."Washington Song," *Songs in Season*."Soldier Boy," *Children's Old and New Singing Games*.

ARBOR DAY

April

See suggestions, p. 203.

BIRD DAY

May

See suggestions, p. 192.

¹Occasional lessons on Washington during one week only.

SURROUNDINGS OF HOME AND SCHOOL

The study of birds, flowers, and trees is here approached from the standpoint of their desirability as surroundings of home and school.

The primary motive is to present these phases of nature in such manner as to create in pupils a fondness for them, resulting in a desire to increase the number of birds, flowers, and trees in the neighborhood. Nature study which thus appeals to the feelings of pupils and results in some form of effort on their part is more genuine and of more permanent value than that which appeals merely to the intellect.

The material given under the heading "Landscape, Sky, Weather, and Seasons" is intended to serve as a basis for correlating the whole year's work, because every subject given in the outline is influenced by conditions attending weather and seasons.

I. BIRDS

September

How birds bring pleasure to a neighborhood:

Beauty of color, form, song; the company they are for us; also usefulness in eating many bugs and worms that would otherwise harm plants and trees.

Class observe neighborhood birds and report, if possible, their color, form, size, movements, songs, where they stay, how they fly, what they eat, when they sing.

October

Class decide to make a special friend of some one bird, choosing the robin after careful observations and consideration.

Reasons for choice given by children:

The robin is a beautiful bird; has several beautiful songs; friendly, not wild; likes to stay near our homes; is not cruel to other birds; large enough to be seen easily.

Pupils study the robin so as to tell all that is possible about him as suggested above for birds in general.

Class make canvass of the neighborhood to discover the places where robins may find plant food (seeds, fruits, stems, leaves), and decide to use their influence against having such food cut away.

November

How robins fly south for the winter when their food is gone, and how they often stay all winter in neighborhoods where they can get food.

Class decide to endeavor to delay the robin's departure by supplying food.

Migration of birds in general incidentally touched upon.

Studying the robin's empty nest in autumn to discover materials and methods used; also other nests that are found.

Making a canvass of the neighborhood to locate all possible robin nests in order to get some idea as to how many robin families were raised there during the spring and summer.

December, January, February

Winter birds:

Observing and describing them, especially the juncos, or snowbirds, and the chickadees.

Their food:

What they can get.

Snowbird's food.

Sometimes difficult to find because scarce or under snow. Sometimes water frozen over.

Committee chosen to see that daily supply of water, crumbs, seeds, and other foods is put in suitable places—school window sills for one place, with a view to taming the birds and bringing them nearer, and suet hung from branches of trees.

Observation and description of the different birds that come to get food and drink.

How winter birds keep warm.

Seek sheltered places.

A new suit of warm winter feathers.

March to June

Spring birds:

Watching for the return of birds, especially the robins.

Discussions as to how to attract robins and to induce them to build their nests in the neighborhood; class deciding to help furnish them protection, homes, and food.

Why they build nests.

Materials they use.

Do they use the old nests?

Observation of robins while building to see if they use the same kinds of material found in their empty nests last autumn.

Do they return to the same trees?

Shall we have more robin families this year than last?

Study of the robin continued through observations and reports during nesting time.

Selecting the bluebird as another especially desirable bird friend.

Special study of this bird based on observations:
Colors; size; movements; songs; food; where he stays; how he flies; what he eats; when he sings; where he builds, and the material he uses.

Discussions as to how to induce bluebirds to live near our schools and homes.

Compare bluebirds and robins as to points mentioned above; also as to shyness.

Protecting all birds against—

Quick movements and disturbances.

Stoning or shooting.

Cats.

Putting up bird houses.

Making nooks and fence corners attractive for nesting.

Placing building material in different places.

Planting food for birds and seeing that bird food is not cut away from fence corners.

Keeping fresh water in pans or tubs.

Keeping food and fresh water near a mother bird on the nest.

Feeding and caring for young birds that have fallen from their nests or have lost their parents.

Work of mother bird and father bird.

What the baby birds need:

Food, shelter, training.

How they get these.

A fitting climax to the spring bird study is the selection and observation of a "Bird Day," on which appropriate exercises are held. The following outline suggests possibilities for such exercises:

Singing of bird songs by the school.

Recitation of bird poems by individual pupils or by the school.

Reports by different pupils as to kinds of birds seen in the neighborhood during the spring.

Description and habits of each.

Description of their young.

Reports as to location of nests known to school; great secrecy for fear of harm coming to the little birds.

Reports concerning the experiences of pupils in protecting young birds when learning to fly.

Reports concerning lessons pupils have seen parent birds teaching their little ones.

Reports concerning the success of bird houses made and put up by pupils. Discussion as to why some did not attract birds.

An interesting bird story told by the teacher.

Playing of bird games by the school.

REFERENCES

STORIES

"Coming and Going," *Kindergarten Stories and Morning Talks*.

"The Bird with No Name," McMurry's *Classic Stories*.

"The Lark and her Young Ones," Scudder's *Fables*.

"Fleet Wing and Sweet Voice," *Mother Stories*.

"The Birdie that Tried," *Boston Collection of Kindergarten Stories*.

"Jack and Jenny Sparrow," *In the Child's World*.

"The Red-headed Woodpecker," *Nature Myths*.

"How the Robin's Breast Became Red," *Nature Myths*.

POEMS

"The Bluebird's Song," *Graded Memory Selections*.

"What a Bird Thought," *Boston Collection of Kindergarten Stories*.

- "The Snowbird," *Three Years with the Poets*.
 "What Robin Told," *Graded Memory Selections*.
 "The Little Brown Wren," *Boy's Book of Rhyme*,
 Clinton Scollard.

SONGS AND GAMES

- "The Sparrows," *Finger Plays*.
 "The Swallow," *Merry Songs and Games*.
 "What Do Birdies Dream?" *Merry Songs and Games*.
 "The Bird Band," *Holiday Songs*.
 "Bird's Joy," *Holiday Songs*.
 "The Cradle Nest," *Holiday Songs*.
 "All the Birds Have Come Again," *Songs and Games for Little Ones*.
 "Bird Game," *Kindergarten Chimes*.
 "Birds Must Fly," *Merry Songs and Games*.
 "Flying Birds," *Merry Songs and Games*.
 "Five Little Chickadees," *Songs and Games for Little Ones*.
 "My Pigeon House," *Songs and Games for Little Ones*.
 "Fly, Little Birds," *Holiday Songs*.
 "Awakening," *Songs of the Child World*, Part II.

II. FLOWERS

September and October

Autumn flowers:

Discussion as to how to make the schoolroom pleasant, leading to a decision to keep it supplied with flowers, wild or cultivated.

Discussion as to the care these flowers will need to keep them fresh: Water, air, proper temperature.

Why flowers make the schoolroom pleasant: Beauty of the colored part: fragrance.

With closed eyes name flowers by their fragrance.

Grouping the flowers brought according to color, fragrance, size, general beauty, length and strength of stem, robustness or delicacy.

Visiting the places where the wild flowers grow and describing them as sunny or shady; moist or dry; sheltered or windy; woodland, field, road-side, or beside a stream.

How the surroundings of each plant help it to grow.

Who besides people like flowers:

Visiting cultivated and wild flowers to answer this question, probably discovering bees, butterflies, and other insects; why these visit the flowers; nectar.

Examination of white clover blossoms to see where the bees put their tongues when they sip the sweet.

Description by those who have seen humming birds get nectar as to how they do it. Class decide to watch for them about flowers.

Observation to decide which flowers bees like best, which the butterflies, which the humming birds.

The objects of the autumn flower lessons are (1) to help children appreciate the beauty of flowers and, consequently, to love them; (2) to teach through observation the work of the flowers, namely, to produce seeds. The suggestions given above are intended to help accomplish the first aim; those below, the second.

Questioning pupils as to what use flowers are to plants, requiring them to get their answers first hand through observation and investigation.

Emphasizing the necessity of some sort of protection for growing seeds, and discussing the consequences that would follow if they were not protected by some means.

Studying different garden and wild flowers to discover how their seeds are protected until ripe: Pods, husks, heads, shells, burrs.

How seeds are scattered: By wings, hooks, sails; how the wind helps; how water; how animals; how people.

Collecting seeds and putting them into boxes, bottles or on charts, according to the different ways in which they are scattered.

Considering Nature's way of scattering them in every direction in autumn and ours of planting them in certain places in spring.

Necessity for our gathering seeds in autumn if we wish to plant them in the spring.

Special consideration of some one common wild flower of autumn, enumerating its different uses to people, animals, and plants; how its seeds are protected until ripe, then scattered.

October to March

Winter flowers for the schoolroom:

Flowers raised from bulbs where conditions of climate or temperature permit.

Planting bulbs by October 1, so as to have blossoms at Christmas. Paper narcissus best.

Bulbs brought by pupils or secured at seed store or from florist.

Information as to soil ingredients and methods of planting, also details of culture obtained from florist.

Planted bulb put away in dark until about Thanksgiving time, to let roots grow, then brought to light and kept watered and warm in order to bring out blossoms.

Class visit the florist to see bulbs in bloom.

Dutch hyacinths and tulips may be brought out in the same way for Easter.

May to June

Spring flowers:

Flowers mentioned among the signs of spring.

Pupils watching for the arrival of both wild and garden flowers.

Decoration of schoolroom with spring flowers.

Grouping flowers brought, as to their general beauty, color, fragrance, size, length and strength of stems, robustness, delicacy, and time of arriving.

Recording arrival of spring flowers: Board or chart record of the day when each new flower is brought to school together with the name of the child who brings it.

Class electing a flower committee to see that flowers are sent from the school to sick friends.

Teachers should ascertain the common names of the wild flowers in order to make children familiar with those most common.

Study of certain wild flowers of spring in their out-of-door surroundings: What helps them to grow—sun, rain, soil, air; description of the places in which they grow.

Garden flowers: What they need to make them grow; how their care differs from that of wild flowers.

Treatment of flowers:

Emphasizing the beauty of growing flowers; the pity of picking them unless they are to serve some real purpose.

How to care for flowers when once they are picked.

Stems not crushed; kept in fresh water and in cool place.

Arrangement in vases.

Space given to show grace of stems, also to show individual flowers; some attention to artistic combinations of colors and varieties.

Teaching pupils to spare the roots and stems of a plant when they pick its flowers.

Helping pupils to realize that they can enjoy a few flowers well cared for better than a great many neglected flowers.

Encouraging pupils to visit growing wild and cultivated flowers in order to know them, discovering, among other things, that some close up, or go to sleep, either at night or during the day. Which ones?

Planting dwarf nasturtium seeds, or others if preferred, in the schoolroom window garden, having pupils observe the development from seed to flower.

Encouraging pupils to plant at home the seeds they gathered from their gardens in the autumn and to raise flowers for home and schoolroom decoration.

If the study of flowers has been properly conducted up to this time, pupils will have such an appreciation of them that they will be eager to plant and raise them, thus making the surroundings of home and school more pleasant.

REFERENCES**STORIES**

"Clytie," *Nature Myths*.

"Golden Rod and Aster," *Nature Myths*.

"Narcissus," *Nature Myths*.

"The Pea Blossom," Hans Christian Andersen.

"A Story of the Morning Glory Seed," *Boston Collection of Kindergarten Stories.*

"A Story of a Cowslip," *Boston Collection of Kindergarten Stories.*

"The Daisy," *For the Children's Hour.*

"The Legend of the Arbutus," *For the Children's Hour.*

POEMS

"How the Violets Came," *Songs of Tree Top and Meadow.*

"Buttercup," *Songs of Tree Top and Meadow.*

"Clovers," *Songs of Tree Top and Meadow.*

"Dandelions," *Graded Memory Selections.*

"Wild Rose," *Graded Memory Selections.*

"The Double Sunflower," Celia Thaxter.

SONGS

"The Baby Seed Song," *Songs in Season.*

"Lilies Sweet," *Holiday Songs.*

"Daffydowndilly," *Songs of the Child World, Part I.*

"The Dandelion," *Songs of the Child World, Part I.*

"Violet," *Songs of the Child World, Part I.*

"Pansies," *Merry Songs and Games.*

"Buttercups and Daisies," *Merry Songs and Games.*

III. TREES

September to November

During the season of autumn foliage and fruitage:

Introductory talks considering the beauty of the trees, also their value in providing shade, shelter, and food to man and beast.

Pupils observe trees of the home and neighborhood and report at school how they are useful to and enjoyed by people and animals.

Open-air trips by class to visit neighborhood trees, comparing them as to beauty and usefulness; making a special canvass to find all possible birds' nests, and deciding which trees are best for these.

Class select, under the guidance of the teacher, four or five trees to visit frequently during the year and to be known as the "class trees."

Let it be remembered that the object is not to have pupils memorize particular scientific facts about trees, but in a larger way to help them become familiar with some of the significant phases of tree life to the end that they may develop a love for trees and become possessed of a permanent desire to increase their number in the neighborhood.

Among the trees selected for such study should be one that ripens its seeds in the autumn, one that ripens its seeds in the spring, and, besides these, a fruit tree and a nut tree.

Small trees are better than large ones for the little people.

Visiting the class trees to find seeds; comparing the different seeds as to:

Kind of protection; mode of distribution; time of ripening.

Fruits considered as the "seed boxes":

Which of the class-tree fruits ripen in autumn?

Which ripen before?

Which fruits are useful as food for people, birds, or squirrels? Which of these are eaten fresh; which can be stored for winter without cooking? How?

Value of fruits that can be stored.

Advisability and ease of planting nut trees, thus increasing the winter store.

Seeds and fruits are here taken up before autumn

leaves, because the falling of leaves represents the last active work of the tree for the season.

Leaves of the different class trees compared as to color, size, time of falling.

Leaves falling because trees no longer need them; touched by Jack Frost; carried away by the wind.

Further work of leaves:

Covering seeds and plants and keeping them warm; making a leafy home for insects that live upon the ground; finally, turning into soil for other plants. Class take trip to the woods to examine soil under the trees and look for leaf mold from leaves of former years.

December to March

During leafless season:

Observations and discussion of class trees after leaves have fallen.

Canvass of trees to find more birds' nests.

Can we see how much the trees have grown this year?

Examine twigs, and measure the new growth. Compare growth of different trees. Little brown lumps, buds, found on twigs tucked away in the stems of the old leaves; objects for observation at each future visit to the trees.

Comparison of the different leafless class trees as to their general outline when leafless.

Observation and comparison of bark as to (1) color on trunk, branches, twigs; (2) smoothness or roughness; (3) how it cracks.

Are the tree trunks and branches scarred, or have they had good care?

Place emphasis upon care of trees.

Class examine into the condition of trees along the streets and think of ways by which they may be shielded from future harm.

The Christmas tree:

Observe a small evergreen tree, preferably a fir, and compare it with the class trees as to:

General outline.

Manner of branching from the trunk.

Manner of re-branching (terminal growth).

Leaves—needles, never leaving the tree bare.

Seeds—cones.

Which kind of Christmas tree helps birds most in winter?

March to June

During the season of spring foliage, blossoms, and fruitage:

Preparing the class for the out-of-door awakening by having them observe the development of willow, lilac, or horse-chestnut buds on twigs kept in water in the warm schoolroom. This to be begun about one month before the trees send forth their leaves, teacher telling class nothing, merely making suggestions that stimulate curiosity and lead to closer observation. For example—

Where are the buds? Single or in pairs? Where largest? Color, shape, size? How are scales held together? Why did n't buds freeze? Into what will the buds change? Anything beneath buds? Scars: what are they?

Out-of-door spring study of class trees:

Observation of the development of twigs, buds, leaves, flowers, and fruits.

An atmosphere of delight in nature's awakening should pervade all this spring study.

Observation of the green color of the twigs. Class visit a maple tree while the sap is running. Slight explanation and discussion as to the use of the sap and cause of twigs turning green; buds of the different trees compared as to position, arrangement, size, color, shape, time of opening; leaves discussed as being needed by the trees in getting air so they may grow; flowers compared as to color, beauty, fragrance, size, time of blossoming, manner of growth, use to be discovered by children through observation; insect visitors; a word against harming trees by wasteful picking of the blossoms; fruits observed from their first stages, and discovered to be the development of blossoms.

Probably the class fruit tree will not mature its fruit until fall, but the fruit can be easily recognized in its green state before the close of school.

Necessity of propping overlaid fruit trees and protecting them against mutilation when fruit is picked.

Arbor Day exercises in which the class transplant the seedlings planted in the school bed the previous autumn, or during the spring. The planting should be preceded by a consideration of all that helps trees to grow, in order that these trees may be properly planted and cared for:

Conditions of soil, water, light, and heat.

It should be accompanied by appropriate songs and poems.

The Arbor Day exercises represent the climax of all true tree study for little ones, namely, an attempt to increase the number of desirable trees in the neighborhood, and may be so conducted as to awaken a genuine

and lasting enthusiasm for the cause. Encourage pupils to plant and care for trees at home.

REFERENCES

STORIES

- "Rhoecus," *Nature Stories*.
- "Daphne," *Nature Stories*.
- "Philemon and Baucis," *Nature Stories*.
- "The Poplar Tree," *Nature Stories*.
- "The Unhappy Pine Tree," *McMurry's Classic Stories*.
- "Wait and See," *In the Child's World*.
- "The Kind Old Oak," *In the Child's World*.
- "The Four Apple Trees," *In the Child's World*.
- "A Boy Who Hated Trees," *When First We Go to School*.

POEMS

- "Pine Needles," *McMurry's Classic Stories*.
- "The Little Fir Trees," *McMurry's Classic Stories*.
- "The Tree," Björnson.
- "How the Leaves Came Down," *Graded Poetry*.

SONGS AND GAMES

- "A Song of the Trees," *Holiday Songs*.
- "Our Fir Tree," *Holiday Songs*.
- "The Planting of the Apple Trees," *Holiday Songs*.
- "The Tree's Friends," *Songs of the Child World*, Part I.
- "The Leaves' Party," *Songs of the Child World*, Part I.
- "The Apple Tree," *Music Primer*, Eleanor Smith.
- "The Trees," *Kindergarten Chimes*.

IV. LANDSCAPE, SKY, WEATHER, AND SEASONS

September to June

Describing weather as

Sunny, cloudy, foggy, rainy, frosty, or snowy.

Calm or windy.

Warm, chilly, or cold.

Recording weather by means of

Blackboard reading lessons.

Blackboard calendar.

Weather flags.

Teacher recording the weather daily on a blackboard calendar according to directions from pupils.

A convenient calendar is one twenty-eight inches wide by twenty inches high, marked off into four-inch squares, thus giving spaces for the seven days of the week, written crosswise at the top of the calendar, and for the four or five weeks of the month written at the left. On sunny days the teacher may draw yellow semi-circles in the upper left-hand corners with yellow radiating rays; rainy days, slanting lines; cloudy days, closed umbrellas; snowy days, semicircles of white in upper right-hand corner; special days, anything suggestive; foggy days, "f"; frosty days, "fr"; windy days, "w."

Effect of different kinds of weather upon different plants, animals, and people.

Signs of seasons observed, discussed, and recorded as they appear throughout the year.

AUTUMN

September

Early autumn:

Ripening of seeds and fruits.

Autumn flowers.

Insects seen and their songs heard.

Seeds flying and sailing.

Landscape green, yet touched with red and yellow, enlivened by birds and insects.

Garden foods used now.

November

Late autumn:

Days growing shorter and colder.

Jack Frost—action of the frost.

People getting warmer clothing; providing winter homes and storing food for animals; what ones?

Some animals getting thicker coats. What about cats and dogs?

Falling leaves.

Harvest time.

Grass and leaves turning brown.

Birds going south.

Frogs and toads going to sleep underground.

Squirrels gathering nuts and storing them in hollow trees.

Insects making cocoons—process observed in school-room.

Wind scattering leaves and seeds.

How autumn "looks" and "sounds."

WINTER

December, January, February

Winter:

Days short and cold—Jack Frost.

Artificial heat at home and at school.

Flowers gone and plants sleeping.

Food from cellar or grocer instead of garden.

Trees sleeping.

Landscape bare.

Few birds left.

Frogs and toads and insects sleeping.

Squirrels not seen so often.

Snow on ground.

How winter "looks" and "sounds."

Snow:

Watching for snow.

What winds bring snow; appearance of clouds before a storm.

Observing a snowstorm.

From whence snow comes: Sky.

How it comes down.

Discussion after snowfall.

Beauty.

Sleighing.

Snow a protecting blanket to roots and seeds that might otherwise freeze.

Tracks in the snow: Finding them; trying to discover what made them, especially watching for rabbit and bird tracks.

Drifting snow: Cause, effect.

Crust: Caused by freezing after the top of the snow has been melted.

The land of snow, or Eskimo land. (See outline for study of the Eskimos, p. 166.)

REFERENCES¹

STORIES

"Snowflakes," *In the Child's World*.

"Jack Frost and his Work," *In the Child's World*.

"The North Wind at Play," *In the Child's World*.

"The Snow Man," *For the Children's Hour*.

"Grandfather's Penny," *For the Children's Hour*.

POEMS

"Little Ships in the Air," *Lovejoy's Nature in Verse*.

"Little Snowflakes," *Lovejoy's Nature in Verse*.

SONGS AND GAMES

"Weather Song," *Songs and Games for Little Ones*.

"Jack Frost," *Songs of the Child World*, Part I.

"Falling Snow," *Holiday Songs*.

"In the Snowing and the Blowing," *Songs for Little Children*.

¹See autumn references under "Birds," "Flowers," and "Trees."

"Jacky Frost," *Music Primer*, Eleanor Smith.

"The Seasons," *Songs, Roundels, and Games*.

SPRING

March

Early spring:

Signs of early spring.

Days growing longer.

Wind.

Observation to discover direction from which it comes, pupils naming the signs by which they decide: Clothes, grass, smoke.

Observation to discover kinds:

Warm, cold, gentle, rough.

From which direction the warm winds; from which the cold winds; from which the gentle; from which the rough.

How the winds effect plants, animals, and people.

Winds of autumn:

Scatter seeds and leaves.

Winds of winter:

Bring snow; make snowdrifts; freeze things but make air pure.

Winds of spring:

Dry ground and help prepare it for the planting of seeds; bring rain; sail kites.

REFERENCES

STORIES

"The Wind and the Sun," Scudder's *Fables*.

"The Wind's Work," *Mother Stories*.

"Spring and her Helpers," *In the Child's World*.

"The Meeting of the Winds," *In the Child's World*.

"The Little Half Chick," *The Teacher's Story Teller's Book*.

POEMS

- "The Wind," Robert Louis Stevenson.
"Windy Nights," Robert Louis Stevenson.
"The Wind," Christina Rossetti.

SONGS AND GAMES

- "The Song of the Wind," *Holiday Songs*.
"The Wind," *Songs of the Child World*, Part I.
"The Windmill," *Songs of the Child World*, Part I.
"A Little Wind," *Songs in Season*.
"Wind Song," *Songs for Little Children*.

April

Later spring:

Signs of spring as observed—

In plants.

In animals.

Birds returning and nesting.

Insects appearing.

Frogs, turtles, and other animals coming back.

Frogs' eggs developed in school.

Some animals shedding winter coats.

In people.

Fires less necessary in houses.

Thinner clothing.

Planting gardens and fields.

Slight study of the sun as to its different manifestations and influences at this time of year.

Days growing longer and warmer make the rain warm.

Effect on plants and animals.

Rain:

A sign of spring; a necessity to the awakening of plants.

From whence it comes: Sky.
 How it comes down.
 What it does for plants; for animals.
 What it does for people.
 Rainbow.

REFERENCES

STORIES

"Iris Bridge," *Nature Myths*.
 "How We First Came to Have Umbrellas," *For the Children's Hour*.

POEMS

"Who Likes the Rain," *Songs of Tree Top and Meadow*.
 "The Rain," *Songs of Tree Top and Meadow*.
 "The Rainy Day," Longfellow.
 "The Rainbow," *Hiawatha*.

SONGS AND GAMES

"The Raindrops," *Holiday Songs*.
 "Rainbow Song," *Songs and Games for Little Ones*.
 "See Millions of Bright Diamonds," *Songs and Games for Little Ones*.
 "Raindrops," *Songs in Season*.
 "Dance of the Rainbow Fairies," *Songs of the Child World*, Part I.

SUMMER

June

Early summer:
 How summer "looks" and "sounds."
 Landscape fresh and green, brightened by flowers
 and alive with insects and birds.
 Vacation—play time.

A paragraph given at the beginning is here repeated. It reads as follows:

"The idea in presenting this outline is to provide a unified, though flexible, scheme of work, suggesting to teachers an abundance of material upon which to base thought lessons for all possible types and conditions of first-grade pupils. It is, therefore, not intended that any one class shall attempt too large a part of the work suggested."

REFERENCE BOOKS

Every first-grade teacher should possess a reference library, however small, consisting of some of the best books for supplementing her general plan of work. For the convenience of those who may wish suggestions with reference to the selection of a small library containing material adapted to the methods described in this volume, a list of books is here inserted. Many of the stories, poems, songs, and games suggested in Message Five are contained in these books.

I. INFORMATIONAL SUBJECT MATTER

- In the Child's World*, Emilie Poulsson. Milton Bradley Co., Springfield, Mass. \$2.00.
- Outlines for Primary and Kindergarten Classes*, Cannell and Wise. E. L. Kellogg & Co., New York. 75 cents.
- A Year Book for Primary Grades*, Graves and Watkins. Milton Bradley Co., Springfield, Mass. \$1.25.
- Kindergarten Stories and Morning Talks*, Sara E. Wiltse. Ginn & Co., Boston. 75 cents.
- Character Building in School*, Jane Brownlee. Houghton, Mifflin & Co., Boston. \$1.00.
- Unconscious Childhood*, Ellen Creelman. A child-study book. (In preparation.)
- Primary Handwork Problems Based on Related Interests*, Clara P. Reynolds. (In preparation.)
- Primary Manual Work*, Ledyard and Brechenfeld. Milton Bradley Co., Springfield, Mass.

II. STORIES

- For the Children's Hour*, Bailey and Lewis. Milton Bradley Co., Springfield, Mass. \$1.50.
- Boston Collection of Kindergarten Stories*. J. L. Hammett Co., Boston. 60 cents.
- Mother Stories and More Mother Stories*, Maude Lindsay. Milton Bradley Co., Springfield, Mass. \$1.00 each.
- The Golden Windows*, Laura E. Richards. Little, Brown & Co., Boston. \$1.00.

- Through the Barnyard Gate*, Emilie Poulsson. Lothrop, Lee & Shepard, Boston. \$1.25.
- The Story Hour*, Kate Douglas Wiggin. Houghton, Mifflin & Co., Boston. \$1.00.
- Eskimo Stories*, Mary E. Smith. Rand McNally & Co., Chicago. 40 cents.
- Classic Stories*, Lida B. McMurry. Public School Publishing Co., Bloomington, Ill. 40 cents.
- The Four Wonders: Cotton, Wool, Linen, Silk*, Elnora Shillig. Rand McNally & Co., Chicago. 50 cents.
- Nature Myths*, Flora J. Cooke. A. Flanagan, Chicago. 35 cents.
- In Story Land*, Elizabeth Harrison. Sigma Publishing Co., St. Louis, Mo. \$1.25.
- Wee Tales for Wee People*, Gertrude Wheeler. A series of booklets, each containing from one to three stories. R. M. Wheeler, Portland, Ore. 20 cents each.
- The Teacher's Story Teller's Book*, Alice O'Grady and Frances Throop. Rand McNally & Co., Chicago. \$1.00.
- Story Telling: What to Tell and How to Tell It*, Edna Lyman. McClurg, Chicago. 75 cents.
- How to Tell Stories to Children*, Sara Cone Bryant. Houghton, Mifflin & Co., Boston. \$1.00.
- The Five Senses*, Angela M. Keyes. Moffat, Yard & Co., New York. \$1.00.
- Stories and Story-telling*, Angela M. Keyes. D. Appleton & Co., New York. \$1.25.
- Literature in the Elementary School*, Porter Lander MacClintock. University of Chicago Press, Chicago. \$1.00.

III. POEMS

- Songs of Tree Top and Meadow*, McMurry and Cook. Public School Publishing Co., Bloomington, Ill. 35 cents.
- Little Rhymes for Little Readers*, Wilhelmina Seegmiller. Rand McNally & Co., Chicago. 50 cents.
- Graded Memory Selections*. Educational Publishing Co., Chicago. 35 cents.
- A Child's Garden of Verses*, Robert Louis Stevenson. Rand McNally & Co., Chicago. 50 cents.
- Three Years with the Poets*, Hazard. Houghton, Mifflin & Co., Boston. 50 cents.

The Posy Ring, Kate Douglas Wiggin. McClure, Phillips & Co., New York. \$1.25.

IV. SONGS AND GAMES

Finger Plays, Emilie Poulsson. Lothrop Publishing Co., Boston. \$1.25.

Alys Bentley Primer (Teacher's edition.) A. S. Barnes & Co., New York. \$1.00.

Alys Bentley Song Series, Book I. A. S. Barnes & Co., New York. 35 cents.

Song Stories for the Kindergarten, Mildred and Patty Hill. Clayton Summy Co., Chicago. \$1.00.

Modern Music Primer, Silver, Burdett & Co., New York. 25 cents.

A Primer on Voice and Singing, W. H. Neidlinger. Rand McNally & Co., Chicago. 75 cents.

Songs and Music of Froebel's Mother Plays, Susan E. Blow. D. Appleton & Co., New York. \$1.50.

Small Songs for Small Singers, W. H. Neidlinger. G. Schirmer, New York. \$2.00.

Nature Songs and Lullabies, Anna Badlam and Carrie Bullard. Clayton Summy Co., Chicago. 50 cents.

Child Song Book, Howliston. American Book Co., New York. 25 cents.

Songs of the Child World, Part I, Jessie L. Gaynor. John Church Co., Cincinnati, Ohio. \$1.00.

Children's Old and New Singing Games, Mari R. Hofer. A. Flanagan, Chicago. 50 cents.

A Book of Song Games and Ball Games, Kate F. Bremmer. Geo. Philip, Son and Nephew, Liverpool, England. (McClurg, Chicago.) \$1.25.

Art Song Cycles, Books I and II, Meissner and Fox. Silver, Burdett & Co., New York. 25 cents each.

Graded Games and Rhythmic Exercises, Marion Newton. A. S. Barnes & Co., New York. \$1.25.

A Book of Plays and Games, Bella R. Parsons. A. S. Barnes & Co., New York. \$1.50.

Folk Dances and Singing Games, Elizabeth Burchenal. G. Schirmer, New York. \$1.50.

INDEX

	PAGE
AN OPENING WORD	9

MESSAGE ONE

BLACKBOARD LESSONS

INTRODUCTION	11
SERIES I OF MODEL LESSONS	
First Lesson	13
Discussion of First Lesson	14
Second Lesson	15
Discussion of Second Lesson	16
Third Lesson	17
Discussion of Third Lesson	18
Fourth Lesson	19
Discussion of Fourth Lesson	20
Fifth Lesson	21
Discussion of Fifth Lesson	22
SURVEY AT CLOSE OF SERIES I	22
SERIES II OF MODEL LESSONS	
First Lesson	25
Discussion of First Lesson	26
Second Lesson	26
Discussion of Second Lesson	27
Third Lesson	30
Discussion of Third Lesson	31
Fourth Lesson	32
Discussion of Fourth Lesson	34
Fifth Lesson	36
Discussion of Fifth Lesson	37
SURVEY AT CLOSE OF SERIES II	39
TYPES OF LESSONS OMITTED FROM THIS SCHEME	41

MESSAGE TWO

TEACHING THE PRIMER AND THE FIRST READER

PRESENTING THE BOOKS

Introducing the Primer	44
Transition from Script to Print	44

	PAGE
Phases in the Development of a Lesson	45
Planning the Work	50
Habits Which First-Grade Pupils Should Form in Reading	51
Review of Past Lessons	56
Practices in Book Lessons for Teachers to Guard Against	57
SUPPLEMENTING THE BOOKS	
Opening Exercises	59
Help from Parents	60
Songs and Games	60
Dramatization	61
Stories	61
Poems	64

MESSAGE THREE**WORD STUDY**

INTRODUCTION	65
WORDS AS WHOLE	
First Quarter	68
Second Quarter	74
Third and Fourth Quarters	80
PHONICS	
Foreword	86
First and Second Quarters	91
Third and Fourth Quarters	98
SPELLING	107

MESSAGE FOUR**SEAT WORK**

INTRODUCTION	110
FIRST AND SECOND QUARTERS	
Words as Wholes	118
Sentences	121
Phonics	122
Reading	123
Written Dictation	124
THIRD AND FOURTH QUARTERS	
Words as Wholes	127
Sentences	128
Alphabet Cards	132
Phonics	134

To Teachers of Primary Reading 217

	PAGE
Reading	135
Written Dictation	135
Written Work	142
CONCLUSION	143

MESSAGE FIVE

OUTLINES OF SUBJECT MATTER

SEPTEMBER

People	
Mother	146
Children	147
Pets—Cat	149
Needs of People and Pets	
Food	155
Training	171
Birds	189
Flowers	194
Trees	199
Landscape	205

OCTOBER

People	
Father	147
Children	147
Pets—Cat	149
Needs of People and Pets	
Food	155
Clothing	161
Training	171
Special Days—Hallowe'en	180
Birds	189
Flowers	194
Trees	199
Landscape	205

NOVEMBER

Pets—Dog	150
Needs of People and Pets	
Food	155
Clothing	161
Training	171
Special Days—Thanksgiving	183

	PAGE
Birds	190
Flowers	196
Trees	199
Landscape	205
DECEMBER	
Pets—Dog	150
Needs of People and Pets	
Food	156
Shelter	162
Training	171
Special Days—Christmas	184
Birds	190
Flowers	196
Trees	201
Landscape	206
JANUARY	
Pets—Rabbit	152
Needs of People and Pets	
Food	156
Clothing	161
Shelter	163
Heat	165
Training	171
Special Days—New Year	186
Birds	190
Trees	201
Landscape	206
FEBRUARY	
Needs of People and Pets	
Food	156
Light	168
Training	171
Special Days	
St. Valentine's Day	187
Washington's Birthday	188
Birds	190
Trees	201
Landscape	206
MARCH	
Pets—Chicken	153

To Teachers of Primary Reading 219

	PAGE
Needs of People and Pets	
Food	158
Air	170
Training	171
Birds	191
Flowers	196
Trees	202
Landscape	208
APRIL	
Pets—Chicken	153
Needs of People and Pets	
Food	158
Water	170
Training	171
Special Days—Arbor Day	188
Birds	191
Flowers	197
Trees	202
Landscape	209
MAY	
Needs of People and Pets	
Food	158
Shelter	163
Training	171
Special Days—Bird Day	188
Birds	191
Flowers	197
Trees	202
Landscape	209
JUNE	
Completion of Unfinished Subjects.	

NOV 3 - 1915

The Effective Teacher

"The moment a man ceases to be a systematic student, he ceases to be an effective teacher."—*J. G. Fitch.*

Take heed, therefore. Never let your interest flag, your faith waver. Seek new sources of thought and inspiration. Try books like these—they embody a lifetime of experience.

READING CIRCLE BOOKS

Common Sense Didactics: *Henry Sabin*, formerly Superintendent of Public Instruction for the State of Iowa.

Cloth, 343 pages \$1.00

The Child: His Thinking, Feeling and Doing. *Amy Eliza Tanner*, Clark University, Worcester, Massachusetts.

Cloth, 430 pages \$1.25

Growing a Life. *Charles A. Evans*, B.Sc., M.A., President of State Normal School, Edmond, Oklahoma.

Cloth, 214 pages \$1.00

Ideals and Democracy. *Arthur Henry Chamberlain*, Formerly Dean of Throop Polytechnic Institute. Editor of Sierra Educational News, San Francisco, California.

Cloth, 173 pages \$1.00

The Teaching of Geography in Elementary Schools. By *Richard Elwood Dodge*, Professor of Geography, Teachers College, Columbia University, and *Clara B. Kirchwey*, Instructor in Geography, Horace Mann School and Teachers College, Columbia University, New York.

Cloth, 248 pages \$1.00

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